Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's (AIM) courses and who are graduating (or have graduated) from the B.S. in Political Science and Public Administration program are invited to apply to the Master of Public Health (M.P.H.) program. Upon acceptance to Walden‘s Master of Public Health (M.P.H.) program, up to five courses can be applied to degree completion requirements.

- PUBH 6101 - Principles of Communication in Public Health Students who successfully complete PUBH 5101 - Principles of Communication in Public Health (4 cr.) with a *B* or better can have this course waived.
- PUBH 6002 - Essentials of Public Health: A Case Study Approach♦ Students who successfully complete PUBH 5002 - Essentials of Public Health: A Case Study Approach (4 cr.) with a *B* or better can have this course waived.
- PUBH 6115 - Social, Behavioral, and Cultural Factors in Public Health♦ Students who successfully complete PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health (4 cr.) with a *B* or better can have this course waived.
- PUBH 6125 - Biostatistics♦ Students who successfully complete PUBH 5125 -Biostatistics (4 cr.) with a *B* or better can have this course waived.
- PUBH 6135 - Leadership, Professionalism, and Ethics in Public Health Practice♦ **Required**
- PUBH 6145 - Epidemiology♦ Students who successfully complete PUBH 5145 - Epidemiology (4 cr.) with a B or better can have this course waived.
- PUBH 6155 - Research in Public Health♦ **Required**
- PUBH 6165 - Environmental Health♦

Students who successfully complete PUBH 5165 - Environmental Health (4 cr.) with a *B* or better can have this course waived.

- PUBH 6170 - Public Health Biology♦ **Required**
- PUBH 6175 - Health Policy and Management♦ **Required**
- PUBH 6227 - Health Informatics♦ **Required**
- PUBH 6235 - Program Design, Planning, and Evaluation♦ **Required**
- PUBH 6260 - Legal and Regulatory Aspects of Public Health♦ **Required**
- PUBH 6635 - Practicum I: Field Experience in Public Health **Required**
- PUBH 6636 - Practicum II: Capstone Experience in Public Health **Required**

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

Master's program	***Eligible courses***
The Richard W. Riley College of Education and Leadership	
M.S. in Early Childhood Studies *Students may select any or all of these courses. Individual course prerequisites apply.*	• EDUC 5005 - Foundations: Early Childhood Studies • EDUC 5160 - Early Childhood Development • EDUC 5161 - Effective Programs and Practices • EDUC 5162 - Issues and Trends in the Early Childhood Field *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Instructional Design and Technology *Students may select any or all of these courses. Individual course prerequisites apply.*	• EDUC 5105 - Organizations, Innovation, and Change • EDUC 5115 - Learning Theories and Instruction • EIDT 5100 - Instructional Design • EIDT 5110 - Advanced Instructional Design *Students must complete all general education and core requirements before beginning these AIM courses.*
College of Management and Technology	
School of Management	

Master of Business Administration *Students may select any or all of these courses. Individual course prerequisites apply.*	• MMBA 5501 - Managing and Leading: A Contemporary Approach • MMBA 5510 - Leading People (prereq: MMBA 5501) • MMBA 5520 - Business Operations in the U.S. and Abroad (prereq: MMBA 5510) • MMBA 5540 - Innovation and Technology (prereq: MMBA 5520) • MMBA 5530 - Marketing (prereq: MMBA 5540)
College of Health Sciences	
School of Health Sciences	
Master of Public Health (M.P.H.) *Students may select any or all of these courses. Individual course prerequisites apply.* *It is recommended that students complete PUBH 5101 prior to enrolling in any other M.P.H. courses.*	• 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 5165 - Environmental Health • PUBH 5235 - Program Design, Planning, and Evaluation • PUBH 5175 - Health Policy and Management *Students must complete all general education and core requirements before beginning AIM courses.*
Master of Healthcare Administration (M.H.A.) *Students may select any or all of these courses. Individual course prerequisites apply.*	• MMHA 5015 - Foundations of Healthcare Administration • MMHA 5100 - U.S. Healthcare Delivery System • MMHA 5135 - Health Policy and Economics • MMHA 5205 - Health Law and Ethics *Students must complete all general education and core requirements before beginning these AIM courses.*
College of Social and Behavioral Sciences	
School of Public Policy and Administration	
Master of Public Administration (M.P.A.) *Students may select up to five of these courses. Individual course prerequisites apply.*	• MMPA 5200 - Introduction to Public Administration • MMPA 5405 - Ethics and Social Justice • MMPA 5420 - Organizational Management and Leadership • MMPA 5431 - Finance and Budgeting for the Public Sector • MMPA 5435 - Human Resource Management:

	Building a Capable Workforce • MMPA 5451 - Public Policy Analysis • MMPA 5480 - Applied Research and Evaluation Methods *Students must complete all general education and core requirements before beginning these AIM courses.*
Master of Public Policy (M.P.P.) *Students may select any or all of these courses. Individual course prerequisites apply.*	• MMPP 5280 - Policy and Politics in American Political Institutions • MMPP 5405 - Ethics and Social Justice • MMPA 5420 - Organizational Management and Leadership • MMPA 5431 - Finance and Budgeting for the Public Sector • MMPP 5111 - Leadership and Organizational Change *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Nonprofit Management and Leadership *Students may select up to five of these courses. Individual course prerequisites apply.*	• NPMG 5200 - Introduction to the Nonprofit Sector • NPMG 5405 - Ethics and Social Justice • NPMG 5420 - Organizational Management and Leadership • NPMG 5431 - Finance and Budgeting for the Nonprofit Sector • NPMG 5435 - Human Resource Management: Building a Capable Workforce • NPMG 5480 - Applied Research and Evaluation Methods *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Criminal Justice *Students may select any or all of these courses. Individual course prerequisites apply.*	• CRJS 5137 - The Nature of Crime and Criminology • CRJS 5215 - Controversies in Criminal Justice • CRJS 5511 - Special Populations • CRJS 5217 - Technological Solutions and 21st-Century Crime • CRJS 5203 - Victimology *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Criminal Justice Leadership and Executive Management *Students may select any or all of these courses. Individual course prerequisites apply.*	• CRJS 5137 - The Nature of Crime and Criminology • CRJS 5215 - Controversies in Criminal Justice *Students must complete all general education and core requirements before beginning these AIM courses.*

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 **Psychology, Public Administration, and Social Change** • PSYC 5245 - Social Psychology

	• PSYC 5701 - Culture and Psychology **Social Psychology** • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology **Terrorism and Security** • PSYC 5245 - Social Psychology • PSYC 5741 - Psychology of Terrorism *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Forensic Psychology *Students may select up to five of these courses. Individual course prerequisites apply.*	• FPSY 5101 - Introduction to Forensic Psychology • FPSY 5115 - Understanding Forensic Psychology Research • FPSY 5125 - Assessment in Forensic Psychology Settings • FPSY 5135 - Criminal Behavior • FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology • FPSY 5720 - Abnormal Behavior *Students must complete all general education and core requirements before beginning these AIM courses.*

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 Political Science and Public Administration

The Undergraduate Minor in Political Science and Public Administration is for the non-public administration major student who may be interested in learning how to effect positive change in their organizations and their communities. The minor addresses top issues and challenges in 21st century global politics, from energy and trade to human rights and healthcare. Students also can develop essential leadership skills in human resources, communications, planning, and budgeting.

Note: This minor is not available to students in the B.S. in Political Science and Public Administration program.

Required (30 cr.)

- POLI 1001 - American Government and Politics♦
- PSPA 1003 - Political Controversies♦
- PSPA 2001 - Principles of Public Administration♦

And students choose three of the following:

- PSPA 1002 - Global Issues in Politics♦
- PSPA 2002 - The Making of Public Policy♦
- PSPA 3001 - Constitutional Law♦
- PSPA 3002 - Ethics in Public Leadership♦
- PSPA 3020 - Principles of Public Personnel Management and Human Resources♦
- PSPA 4020 - New Skills for Leaders in the Public Sector♦

Graduate Certificate Programs

Graduate Certificate in Criminal Justice

In this certificate program, students focus their understanding of key issues confronting the American criminal justice system, as well as policy analysis and the contemporary decision-making models. This certificate is designed for criminal justice professionals in policing, the courts, corrections, security, and associated support agencies.

Students must meet the master‘s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a *B* or better in each course. ***Note:*** A grade of *B*– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)

Certificate Courses (15 cr.)

- CRJS 6137 - The Nature of Crime and Criminology
- CRJS 6215 - Controversies in Criminal Justice♦
- CRJS 6217 - Technological Solutions and 21st-Century Crime♦

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Graduate Certificate in Criminal Justice 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 Government Management

Students who complete this certificate program learn public service management and leadership skills while exploring public management career opportunities.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a *B* or better in each course. ***Note:*** A grade of *B*– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Certificate Courses (14 cr.)

- MMPA 6200 - Introduction to Public Administration♦
- MMPA 6420 - Organizational Management and Leadership♦
- MMPA 6451 - Public Policy Analysis♦

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Graduate Certificate in Government Management 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 Homeland Security

With this certificate program, students can enhance their skills to provide leadership and effectively develop and implement emergency-response strategies. Students will learn to be prepared when critical incidents occur to implement policies that protect individual safety without compromising individual rights and freedoms.
Students must meet the master‘s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a *B* or better in each course. ***Note:*** A grade of *B*– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Certificate Courses (15 cr.)

- MMPA 6830 - Current Issues in Homeland Security
- MMPA 6831 - Critical Incident Leadership and Planning
- MMPA 6832 - Terrorism: Legislation and Policy

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Graduate Certificate in Homeland Security 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.

Government Certificate in Nonprofit Management and Leadership

This certificate program provides students with essential foundational concepts and principles related to nonprofit budget, finance, resource development, and strategic planning. Students learn nonprofit management and leadership skills while exploring career opportunities in the nonprofit sector.

Students must meet the master‘s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a *B* or better in each course. ***Note:*** *A grade of B–* is not acceptable.

Certificate Requirements

- 15 total quarter credits
- Foundation course (1 cr.)
- Core courses (14 cr.)

Certificate Curriculum (15 cr.)

Foundation Course (1 cr.)

- NPMG 6115 - Foundations for Graduate Study

Certificate Courses (14 cr.)

- NPMG 6200 - Introduction to the Nonprofit Sector♦
- NPMG 6420 - Organizational Management and Leadership♦
- NPMG 6285 - Policy Analysis

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Graduate Certificate in Nonprofit 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 Public Management and Leadership

Students will prepare to improve the effectiveness and efficiency of their organizations with this certificate. They will explore how transformative change occurs in complex public systems and will study how to use the language of leadership to shape policy as they motivate, inspire, and lead their organization.

Students must meet the master‘s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a *B* or better in each course. ***Note:*** A grade of *B*– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Certificate Courses (15 cr.)

- MMPA 6390 - Strategic Context of Public Management and Leadership
- MMPA 6391 - Transformative Change in a Shared-Power World
- MMPA 6392 - The Language of Leadership

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Graduate Certificate in Public 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 Public Policy

This certificate program helps students improve their ability to create and evaluate policies that engage citizens and contribute positively to society. Designed for public and nonprofit administrators who are intimately involved in both executive and legislative board policy and decision-making, the certificate can help students develop the foundational skills and knowledge required to create and assess the financial implications of forward-thinking policy.

Students must meet the master‘s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking

students. Students must receive a *B* or better in each course. ***Note:*** A grade of *B*– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Certificate Courses (15 cr.)

- MMPA 6380 - Policy and Politics in American Political Institutions
- MMPA 6381 - Public Policy and Evaluation
- MMPA 6382 - Public Policy and Finance♦

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Graduate Certificate in 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 Strategic Planning and Public Policy

In this certificate program, students will enrich their understanding of how public policy is created and implemented. Designed for emerging leaders in law enforcement, corrections, and probation and parole, the certificate will give students the opportunity to study how to develop effective strategic plans that can further their organization‘s mission and vision and adhere to federal, state, and local policies.

Students must meet the master‘s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a *B* or better in each course. ***Note:*** A grade of *B*– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Certificate Courses (15 cr.)

- MMPA 6381 - Public Policy and Evaluation
- MMPA 6451 - Public Policy Analysis♦
- MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Graduate Certificate in Strategic Planning 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.

Master's Degree Programs

M.S. in Criminal Justice

Walden University's Master's in Criminal Justice program will prepare students to effectively work within criminal justice agencies, governmental organizations, and the private sector. The programs comprise a core of contemporary theory and practice as well as the study of national and international issues in the administration of criminal justice. This includes the intersections of management of local, state, and federal criminal justice systems. Thus, it provides the ability to practically apply knowledge and skills that will impact society. With a unique blend of criminal behavioral theory, human services, technology, homeland security, and management, the program will provide students with critical 21st-century skills.

Learning Outcomes

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

1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.
3. Evaluate the impact of U.S. constitutional policy and procedures on the criminal justice system.
4. Analyze the impact of the criminal justice process on victims and perpetrators.
5. Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.
6. Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.

7. Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.

Specializations

- Terrorism, Mediation, and Peace
- Homeland Security Policy
- Homeland Security Policy and Coordination
- Law and Public Policy
- Public Policy Analysis
- Public Management Leadership
- Self-Designed
- Terrorism, Mediation, and Peace

Degree Requirements

- 61 total credits
    - Foundation course (6 cr.)
    - Core courses (40 cr.)
    - Specialization courses (15 cr.)

Core Curriculum

Foundation Course (1 cr.)

- CRJS 6000 - Foundations of Graduate Study

Core Courses (40 cr.)

- CRJS 6137 - The Nature of Crime and Criminology
- CRJS 6215 - Controversies in Criminal Justice♦
- CRJS 6420 - Organizational Management and Leadership♦
- CRJS 6216 - Criminal Justice Research♦
- CRJS 6405 - Ethics and Social Justice♦
- CRJS 6511 - Special Populations♦
- CRJS 6217 - Technological Solutions and 21st-Century Crime♦
- CRJS 6203 - Victimology♦
- CRJS 6218 - Applied Communications♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6137 - The Nature of Crime and Criminology	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.

3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6511 - Special Populations	5 cr.
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 cr.
5	CRJS 6203 - Victimology	5 cr.
	CRJS 6218 - Applied Communications	5 cr.

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the M.S. in Criminal Justice 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.

Emergency Management Specialization (M.S. in Criminal Justice)

The emergency situations we face in today's complex environment call for a new leadership approach. This specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Specialization Curriculum (15 cr.)

- CRJS 6100 - Critical Issues in Emergency Management♦
- CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦
- CRJS 6300 - Disaster Response and Recovery♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6511 - Special Populations	5 cr.
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 cr.
5	CRJS 6203 - Victimology	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6100 - Critical Issues in Emergency Management	5 cr.
	CRJS 6200 - Risk Assessment, Preparedness, and Hazard Mitigation	5 cr.

7	CRJS 6300 - Disaster Response and Recovery	5 cr.

Homeland Security Policy and Coordination Specialization

Man-made and natural disasters alike have brought homeland security issues to the forefront of public policy. This specialization provides students the opportunity to explore the implementation of protective measures and policies that do not compromise individual rights and freedoms, as well as collaboration between public security agencies. This specialization also focuses on various approaches to the National Incident Management System (NIMS) and other dynamics of homeland security issues.

Specialization Curriculum (15 cr.)

- CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- CRJS 6321 - Terrorism: A Systemic Approach for Emergency Preparedness♦
- CRJS 6322 - Critical Incident Planning and Leadership♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6511 - Special Populations	5 cr.
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 cr.
5	CRJS 6203 - Victimology	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6320 - Public Policy Implications of Terrorism	5 cr.
	CRJS 6321 - Terrorism: A Systemic Approach for Emergency Preparedness	5 cr.
7	CRJS 6322 - Critical Incident Planning and Leadership	5 cr.

Homeland Security Policy Specialization

Today‘s complex public safety environment demands smart policy on emergency response strategies. Students prepare to implement protective measures and policies without compromising individual rights and freedoms. With this knowledge, students are equipped to effectively develop policy to protect individuals‘ safety and freedom.

Specialization Curriculum (15 cr.)

- CRJS 6830 - Current Issues in Homeland Security♦

- CRJS 6831 - Critical Incident Leadership and Planning♦
- CRJS 6832 - Terrorism: Legislation and Policy♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6511 - Special Populations	5 cr.
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 cr.
5	CRJS 6203 - Victimology	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6830 - Current Issues in Homeland Security	5 cr.
	CRJS 6831 - Critical Incident Leadership and Planning	5 cr.
7	CRJS 6832 - Terrorism: Legislation and Policy	5 cr.

Law and Public Policy Specialization

Legal decisions and the law have a significant impact on the creation of public policy. Students discover the relationships between law and public policy and access vital legal knowledge available to public policy practitioners. Students gain a solid background in legal concepts, cases, and current trends that provide them with a head start if they decide to pursue a law degree or if they encounter legal questions in their workplace.

Specialization Curriculum (15 cr.)

- CRJS 6810 - Fundamentals of Law and Public Policy
- CRJS 6811 - Legal Research for Policy Practitioners♦
- CRJS 6812 - Contemporary Cases and Issues in the Courts♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.

3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6511 - Special Populations	5 cr.
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 cr.
5	CRJS 6203 - Victimology	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6810 - Fundamentals of Law and Public Policy	5 cr.
	CRJS 6811 - Legal Research for Policy Practitioners	5 cr.
7	CRJS 6812 - Contemporary Cases and Issues in the Courts	5 cr.

Public Management Leadership Specialization (M.S. in Criminal Justice)

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students apply a systems perspective as they develop strategies for organizational change in the public organization of their choice. Students discover how transformative change occurs in complex public systems and learn to use the language of leadership to motivate, inspire, and competently lead their organization and shape public policy.

Specialization Curriculum (15 cr.)

- CRJS 6390 - Strategic Context of Public Management and Leadership♦
- CRJS 6391 - Transformative Change in a Shared-Power World♦
- CRJS 6392 - The Language of Leadership♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6511 - Special Populations	5 cr.
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 cr.
5	CRJS 6203 - Victimology	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6390 - Strategic Context of Public Management	5 cr.

	CRJS 6391 - Transformative Change in a Shared-Power World	5 cr.
7	CRJS 6392 - The Language of Leadership	5 cr.

Public Policy Analysis Specialization (M.S. in Criminal Justice)

Policy shapes the workings of government and its partners. This specialization provides a critical context within which organizations and individuals act in a democratic society. It will prepare students to function knowledgeably within this context and to work collaboratively to help shape public policy development and implementation.

Specialization Curriculum (15 cr.)

- CRJS 6280 - Policy and Politics in American Political Institutions♦
- CRJS 6281 - Program Evaluation♦
- CRJS 6282 - Public Policy and Finance♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6511 - Special Populations	5 cr.
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 cr.
5	CRJS 6203 - Victimology	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6280 - Policy and Politics in American Political Institutions	5. cr.
	CRJS 6281 - Program Evaluation	5 cr.
7	CRJS 6282 - Public Policy and Finance	5 cr.

Self-Designed Specialization

Students create their own learning experience to help broaden their understanding of criminal justice theories and issues. They have the flexibility to design a program that may include homeland security; policy analysis; or terrorism, mediation, and peace. Students explore the topics that interest them most and closely match their personal and professional goals.

Specialization Curriculum (15 cr.)

Choose any three courses from among the Master of Science in Criminal Justice program‘s specializations.

Terrorism, Mediation, and Peace Specialization (M.S. in Criminal Justice)

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students study the immediate and long-term implications of anti-terrorist legislation and policies. Students examine how terrorism policies are drafted and enforced while analyzing the ethical issues related to human rights and the psychology of terrorism. They study the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. Students have the opportunity to explore the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- CRJS 6740 - Disaster, Crisis, and Trauma♦
- CRJS 6741 - Psychology of Terrorism♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6511 - Special Populations	5 cr.
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 cr.
5	CRJS 6203 - Victimology	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6320 - Public Policy Implications of Terrorism	5 cr.
	CRJS 6740 - Disaster, Crisis, and Trauma	5 cr.
7	CRJS 6741 - Psychology of Terrorism	5 cr.

M.S. in Criminal Justice Leadership and Executive Management

The M.S. in Criminal Justice program will prepare students to effectively work within criminal justice agencies, governmental organizations, and the private sector. The specializations comprise a core of contemporary theory and practice as well as the study of national and international issues in the administration of criminal justice. This includes the intersections of management of local, state, and federal criminal justice systems. Thus, the program provides students the opportunity to practically apply knowledge and skills that will impact society. With

a unique blend of criminal behavioral theory, human services, technology, homeland security, and management, the program will provide students with critical 21st-century skills.

Learning Outcomes

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

1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.
3. Evaluate the impact of U.S. constitutional policy and procedures on the criminal justice system.
4. Analyze the impact of the criminal justice process on victims and perpetrators.
5. Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.
6. Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.
7. Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.
8. Evaluate the management philosophies used in managing human resources in criminal justice organizations.
9. Discuss the leadership skills needed for working with diverse populations.

Specializations

- Terrorism, Mediation, and Peace
- Law and Public Policy
- Homeland Security Policy
- Public Policy Analysis
- Public Management and Leadership
- Homeland Security Policy and Coordination
- Emergency Management
- Self-Designed

Degree Requirements

- 61 total credits
    - Foundation course (1 cr.)
    - Core courses (45 cr.)
    - Specialization courses (15 cr.)

Core Curriculum

Foundation Course (1 cr.)

- CRJS 6000 - Foundations of Graduate Study

Core Courses (45 cr.)

- CRJS 6137 - The Nature of Crime and Criminology
- CRJS 6215 - Controversies in Criminal Justice♦
- CRJS 6216 - Criminal Justice Research♦
- CRJS 6405 - Ethics and Social Justice♦
- CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦
- CRJS 6431 - Finance and Budgeting for the Public Sector♦
- CRJS 6435 - Human Resource Management♦
- CRJS 6218 - Applied Communications♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6137 - The Nature of Crime and Criminology	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	CRJS 6431 - Finance and Budgeting for the Public Sector	5 cr.
5	CRJS 6435 - Human Resource Management	5 cr.
	CRJS 6218 - Applied Communications	5 cr.

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the M.S. in Criminal Justice Leadership and Executive 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.

Emergency Management Specialization (M.S. in Criminal Justice Leadership and Executive Management)

The emergency situations we face in today‘s complex environment call for a new leadership approach. This specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Specialization Curriculum (15 cr.)

- CRJS 6100 - Critical Issues in Emergency Management♦
- CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦
- CRJS 6300 - Disaster Response and Recovery♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	CRJS 6431 - Finance and Budgeting for the Public Sector	5 cr.
5	CRJS 6435 - Human Resource Management	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6100 - Critical Issues in Emergency Management	5 cr.
	CRJS 6200 - Risk Assessment, Preparedness, and Hazard Mitigation	5 cr.
7	CRJS 6300 - Disaster Response and Recovery	5 cr.

Homeland Security Policy Specialization

Today‘s complex public safety environment demands smart policy on emergency response strategies. Students prepare to implement protective measures and policies without compromising individual rights and freedoms. With this knowledge, students are equipped to effectively develop policy to protect individuals‘ safety and freedom.

Specialization Curriculum (15 cr.)

- CRJS 6830 - Current Issues in Homeland Security♦
- CRJS 6831 - Critical Incident Leadership and Planning♦
- CRJS 6832 - Terrorism: Legislation and Policy♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.

	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	CRJS 6431 - Finance and Budgeting for the Public Sector	5 cr.
5	CRJS 6435 - Human Resource Management	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6830 - Current Issues in Homeland Security	5 cr.
	CRJS 6831 - Critical Incident Leadership and Planning	5 cr.
7	CRJS 6832 - Terrorism: Legislation and Policy	5 cr.

Homeland Security Policy and Coordination Specialization

Man-made and natural disasters alike have brought homeland security issues to the forefront of public policy. This specialization provides students the opportunity to explore the implementation of protective measures and policies that do not compromise individual rights and freedoms as well as collaboration between public security agencies. This specialization also focuses on various approaches to the National Incident Management System (NIMS) and other dynamics of homeland security issues.

Specialization Curriculum (15 cr.)

- CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- CRJS 6321 - Terrorism: A Systemic Approach for Emergency Preparedness♦
- CRJS 6322 - Critical Incident Planning and Leadership♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6405 - Ethics and Social Justice	5 cr.
	CRJS 6216 - Criminal Justice Research	5 cr.
4	CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	CRJS 6431 - Finance and Budgeting for the Public Sector	5 cr.
5	CRJS 6435 - Human Resource Management	5 cr.

	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies	5 cr.
	CRJS 6321 - Terrorism: a Systemic Approach for Emergency Preparedness	5 cr.
7	CRJS 6322 - Critical Incident Planning and Leadership	5 cr.

Law and Public Policy Specialization

Legal decisions and the law have a significant impact on the creation of public policy. Students discover the relationships between law and public policy and access vital legal knowledge available to public policy practitioners. Students gain a solid background in legal concepts, cases, and current trends that provide them with a head start if they decide to pursue a law degree or if they encounter legal questions in their workplace.

Specialization Curriculum (15 cr.)

- CRJS 6810 - Fundamentals of Law and Public Policy
- CRJS 6811 - Legal Research for Policy Practitioners♦
- CRJS 6812 - Contemporary Cases and Issues in the Courts♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6465 - Strategic Planning: Collaboration, Cooperation and Coordination	5 cr.
	CRJS 6431 - Finance and Budgeting for the Public Sector	5 cr.
5	CRJS 6435 - Human Resource Management	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6810 - Fundamentals of Law and Public Policy	5 cr.
	CRJS 6811 - Legal Research for Policy Practitioners	5 cr.
7	CRJS 6812 - Contemporary Cases and Issues in the Courts	5 cr.

Public Management Leadership Specialization (M.S. in Criminal Justice Leadership and Executive Management)

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students apply a

systems perspective as they develop strategies for organizational change in the public organization of their choice. Students discover how transformative change occurs in complex public systems and learn to use the language of leadership to motivate, inspire, and competently lead their organization and shape public policy.

Specialization Curriculum (15 cr.)

- CRJS 6390 - Strategic Context of Public Management and Leadership♦
- CRJS 6391 - Transformative Change in a Shared-Power World♦
- CRJS 6392 - The Language of Leadership♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	CRJS 6431 - Finance and Budgeting for the Public Sector	5 cr.
5	CRJS 6435 - Human Resource Management	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6390 - Strategic Context of Public Management	5 cr.
	CRJS 6391 - Transformative Change in a Shared-Power World	5 cr.
7	CRJS 6392 - The Language of Leadership	5 cr.

Public Policy Analysis Specialization (M.S. in Criminal Justice Leadership and Executive Management)

Policy shapes the workings of government and its partners. This specialization provides a critical context within which organizations and individuals act in a democratic society. It will prepare students to function knowledgeably within this context and to work collaboratively to help shape public policy development and implementation.

Specialization Curriculum (15 cr.)

- CRJS 6280 - Policy and Politics in American Political Institutions♦
- CRJS 6281 - Program Evaluation♦
- CRJS 6282 - Public Policy and Finance♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	CRJS 6431 - Finance and Budgeting for the Public Sector	5 cr.
5	CRJS 6435 - Human Resource Management	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6280 - Policy and Politics in American Political Institutions	5 cr.
	CRJS 6281 - Program Evaluation	5 cr.
7	CRJS 6282 - Public Policy and Finance	5 cr.

Self-Designed Specialization

Students create their own learning experience to help broaden their understanding of criminal justice theories and issues. They have the flexibility to design a program that may include homeland security; policy analysis; or terrorism, mediation, and peace. Students explore the topics that interest them most and closely match their personal and professional goals.

Specialization Curriculum (15 cr.)

Choose any three courses from among the Master of Science in Criminal Justice Leadership and Executive Management program‘s specializations.

Terrorism, Mediation, and Peace Specialization (M.S. in Criminal Justice Leadership and Executive Management)

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students study the immediate and long-term implications of anti-terrorist legislation and policies. Students examine how terrorism policies are drafted and enforced while analyzing the ethical issues related to human rights and the psychology of terrorism. They study the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. Students have the opportunity to explore the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies♦

- CRJS 6740 - Disaster, Crisis, and Trauma♦
- CRJS 6741 - Psychology of Terrorism♦

Course Sequence

Quarter	*Course*	*Credits*
1	CRJS 6000 - Foundations of Graduate Study	1 cr.
	CRJS 6136 - Criminal Behavior	5 cr.
2	CRJS 6215 - Controversies in Criminal Justice	5 cr.
	CRJS 6420 - Organizational Management and Leadership	5 cr.
3	CRJS 6216 - Criminal Justice Research	5 cr.
	CRJS 6405 - Ethics and Social Justice	5 cr.
4	CRJS 6465 - Strategic Planning: Collaboration, Cooperation and Coordination	5 cr.
	CRJS 6431 - Finance and Budgeting for the Public Sector	5 cr.
5	CRJS 6435 - Human Resource Management	5 cr.
	CRJS 6218 - Applied Communications	5 cr.
6	CRJS 6320 - Public Policy Implications of Terrorism	5 cr.
	CRJS 6740 - Disaster, Crisis, and Trauma	5 cr.
7	CRJS 6741 - Psychology of Terrorism	5 cr.

M.S. in Emergency Management

The M.S. in Emergency Management program offers a comprehensive foundation on the history, organizational structure, systems, and concerns that shape the management of disasters and other emergencies. Topics include public safety issues; managing public safety organizations; applied research and evaluation methods; and strategies for assessing, mitigating, and responding to emergency situations. The curriculum features case studies that focus on recent disasters, offering an opportunity for students to build their critical-thinking skills and grow into the next generation of leaders in this relatively new, emerging profession. The program offers the opportunity to help prepare to earn certificates from the Federal Emergency Management Agency (FEMA)‘s Emergency Management Institute.

Learning Outcomes

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

1. Apply the theoretical underpinnings of emergency management to practice.
2. Apply different research methodological approaches to theoretical and practical issues in emergency management.
3. Interpret and analyze research data results related to emergency management.
4. Critically analyze the emergency management cycle (mitigation, preparedness, response, and recovery) as applied to urban and rural settings.

5. Demonstrate competency in assessing risk susceptibility, resilience, resistance, and vulnerability among communities and organizations.
6. Critically evaluate the role and purpose of response and recovery in emergency planning and policy development and implications for social change.
7. Demonstrate advanced management skills specific to the needs of emergency management.

Specializations

- Criminal Justice
- Homeland Security
- Public Management and Leadership
- Terrorism and Emergency Management

Degree Requirements

- 46 total quarter credit hours
- Foundation course (1 cr.)
- Core courses (30 cr.)
- Specialization courses (10 cr.)
- Capstone course (5 cr.)

Core Curriculum

Foundation Course (1 cr.)

- MSEM 6115 - Foundations of Graduate Study♦

Core Courses (30 cr.)

- MSEM 6363 - Public Safety Issues♦
- MSEM 6100 - Critical Issues in Emergency Management
- MSEM 6364 - Managing Public Safety Organizations♦
- MSEM 6480 - Applied Research and Evaluation Methods♦
- MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation
- MSEM 6300 - Disaster Response and Recovery
- MSEM 6910 - Capstone Seminar

Course Sequence

Quarter	*Course*	*Credits*
1	MSEM 6115 - Foundations for Graduate Study	1 cr.
	MSEM 6363 - Public Safety Issues	5 cr.
2	MSEM 6100 - Critical Issues in Emergency Management	5 cr.
	MSEM 6364 - Managing Public Safety Organizations	5 cr.

3	MSEM 6480 - Applied Research and Evaluation Methods	5 cr.
	MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation	5 cr.
4	MSEM 6300 - Disaster Response and Recovery	5 cr.
	MSEM XXXX - Elective*	5 cr.
5	MSEM XXXX - Elective*	5 cr.
	MSEM 6910 - Capstone Seminar	5 cr.

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the M.S. in Emergency 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.

Criminal Justice

The M.S. in Emergency Management program with a specialization in Criminal Justice explores emergency management philosophies and principles as they relate to the criminal justice field. Students study ways to establish command and control in emergency situations, develop a stronger understanding of critical incident planning, and can gain insight as to how natural and human-made disasters impact the psychology of individuals and groups. Topics include current trends in cybercrime, terrorism, and public health; the technologies used to track and apprehend criminals; and strategies for dealing with trauma. The program emphasizes the importance and development of culturally-appropriate service delivery programs and interventions for individuals affected by disasters. Coursework can also help prepare students to earn certificates from the Federal Emergency Management Agency (FEMA)'s Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6137 - The Nature of Crime and Criminology♦
- MSEM 6215 - Controversies in Criminal Justice♦
- MSEM 6217 - Technological Solutions and 21st-Century Crime♦

Homeland Security

The M.S. in Emergency Management program with a specialization in Homeland Security focuses on the broad range of programs, principles, and processes that support homeland security. Students explore the role that homeland security plays in both private and public sectors; analyze the threats that shape and influence U.S. security today; and can develop relevant skills in leadership, planning, and policy development. Coursework covers the history, concepts, policies, organization, and strategies related to homeland security as well as topics that include terrorism, threat assessment, contingency planning, communication, technology, and ethical and legal issues. Students have the opportunity to apply fundamental concepts and principles of homeland security to case studies and develop their own homeland security plan. The curriculum can also help prepare students to earn certificates from the Federal Emergency Management Agency (FEMA)'s Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6830 - Current Issues in Homeland Security♦
- MSEM 6831 - Critical Incident Leadership and Planning♦
- MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness♦

Public Management and Leadership

The M.S. in Emergency Management program with a specialization in Public Management and Leadership focuses on the multidisciplinary issues of preparedness, mitigation, response, and recovery in anticipating and rebuilding from disasters as they relate to public management. Students can study ways to coordinate and manage emergency situations, develop leadership skills for overseeing emergency programs, and explore the technical demands of emergency situations. Topics include managing situations that deal with the uncertainty, the nature and methods of transformative change, and leadership strategies for influencing and shaping public policy. Students have an opportunity to apply strategic scenarios to create organizational change for a public organization of their choice. The curriculum can also help prepare students to earn certificates from the Federal Emergency Management Agency (FEMA)‘s Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6390 - Strategic Context of Public Management and Leadership♦
- MSEM 6391 - Transformative Change in a Shared Power World♦
- MSEM 6392 - The Language of Leadership♦

Terrorism and Emergency Management

The M.S. in Emergency Management program with a specialization in Terrorism and Emergency Management focuses on the history, organizational systems, planning, and response associated with public crises, with an emphasis on terrorism. Students can explore and analyze terrorism and counterterrorism efforts, develop the critical-thinking skills required to address public crises, and study policies that pertain to domestic and international terrorism. Topics include terrorism and public health, bioterrorism, cyberterrorism, risk assessment, and the components of a systemic preparedness infrastructure. Students have an opportunity to analyze the U.S. Patriot Act and similar legislation and policies, and discuss their impact on U.S. constitutional freedoms. The curriculum can also help prepare students to earn certificates from the Federal Emergency Management Agency (FEMA)‘s Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- MSEM 6740 - Disaster, Crisis, and Trauma♦
- MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness♦

M.S. in Nonprofit Management and Leadership

Nonprofit organizations employ a sizable and increasing share of the nation‘s workforce, with employment growth outpacing a number of major industries. The M.S. in Nonprofit Management and Leadership blends academic theory with hands-on experience so students can

learn, explore, and apply strategies related to the nonprofit sector. Students gain the management and organizational skills they need to lead diverse and complex nonprofit organizations and to serve as social change agents in local and global communities.

Learning Outcomes

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

1. Understand and apply concepts, principles, and processes related to nonprofit organizations in domestic and international settings.
2. Apply relevant ethical and legal guidelines and practices in public, private, and nonprofit organizations.
3. Understand cultural diversity issues and apply cultural competency in public, private, and nonprofit organizations.
4. Understand and use appropriate statistics, research methodology, and program evaluation to conduct research related to public, private, and nonprofit organizations.
5. Apply concepts, principles, and processes related to budget, finance, resource development, and strategic planning to nonprofit organizations.
6. Apply strategies related to marketing, public relations, and communication in nonprofit organizations.
7. Understand and apply strategies for acquiring, managing, developing, and retaining volunteers and board members in nonprofit organizations.
8. Understand and apply theories, concepts, and practices related to leading and managing in public, private, and nonprofit organizations.
9. Understand and apply theories, policies, and practices of governance across sectors, domestically and internationally, in public, private, and nonprofit organizations.
10. Apply concepts, theories, and skills gained to create positive social change to public, private, and nonprofit organizations in domestic and international communities.

Degree Requirements

- 51 total quarter credit hours
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Capstone course (5 cr.)

Curriculum

Foundation Course (1 cr.)

- NPMG 6115 - Foundations for Graduate Study

Core Courses (45 cr.)

- NPMG 6200 - Introduction to the Nonprofit Sector♦
- NPMG 6405 - Ethics and Social Justice♦

- NPMG 6420 - Organizational Management and Leadership♦
- NPMG 6431 - Finance and Budgeting for the Nonprofit Sector♦
- NPMG 6435 - Human Resource Management: Building a Capable Workforce♦
- NPMG 6451 - Board Governance and Volunteer Management♦
- NPMG 6461 - Resource Development♦
- NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦
- NPMG 6480 - Applied Research and Evaluation Methods♦

Capstone Course (5 cr.)

- NPMG 6910 - M.S. in Nonprofit Management and Leadership Capstone

Course Sequence

Quarter	*Course*	*Credits*
1	NPMG 6115 - Foundations for Graduate Study	1 cr.
	NPMG 6200 - Introduction to the Nonprofit Sector	5 cr.
2	NPMG 6405 - Ethics and Social Justice	5 cr.
	NPMG 6420 - Organizational Leadership and Management	5 cr.
3	NPMG 6431 - Finance and Budgeting for the Nonprofit Sector	5 cr.
	NPMG 6435 - Human Resource Management: Building a Capable Workforce	5 cr.
4	NPMG 6451 - Board Governance and Volunteer Management	5 cr.
	NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
5	NPMG 6461 - Resource Development	5 cr.
	NPMG 6480 - Applied Research and Evaluation Methods	5 cr.
6	NPMG 6910 - M.S. in Nonprofit Management and Leadership Capstone	5 cr.

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the M.S. in Nonprofit Management and 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.

Master of Public Administration (M.P.A.)

As the public and private sectors increasingly evolve and overlap, there will be an increasing demand for leaders and managers who are scholar-practitioners. The Master of Public Administration (M.P.A.) program prepares professionals to excel in this increasingly complex

and collaborative environment. The program offers students an opportunity to directly apply academic theories and skills in their own communities, making the learning experience personally meaningful while creating positive social change.

Learning Outcomes

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

1. Describe key leadership concepts and theories that can be used to effectively lead and manage in the public sector.
2. Determine appropriate skills needed for participating in and contributing to public and nonprofit policy processes.
3. Critically evaluate strategies for resolving public policy and administration problems in a global economic and political environment.
4. Develop ethical solutions to advance and improve the lives of citizens and organizations.
5. Apply models that represent best practices in utilizing diverse perspectives in local, state, national, and international public agencies.

Specializations

Students who wish to gain additional knowledge in a specialized area can complete three courses in a specialization area. Courses must be taken in the order presented.

- General Program
- Criminal Justice
- Emergency Management
- Health Policy
- Homeland Security Policy
- Homeland Security Policy and Coordination
- Interdisciplinary Policy Studies
- International Nongovernmental Organizations (NGOs)
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Policy Analysis
- Public Management and Leadership
- Terrorism, Mediation, and Peace

Degree Requirements

- 51–66 total quarter credit hours
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Specialization courses* (15 cr.)
- Capstone course (5 cr.)

* ***Note:*** Not required for General Program

Curriculum

Core Curriculum

Students can complete the General Program by taking the Core Curriculum courses. Courses are 12 weeks in length.

General Program (51 cr.)

Students gain a broad understanding of the field of public policy and administration and acquire the knowledge and experience to pursue a variety of career options in the field.

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Core Courses (45 cr.)

- MMPA 6200 - Introduction to Public Administration♦
- MMPA 6405 - Ethics and Social Justice♦
- MMPA 6420 - Organizational Management and Leadership♦
- MMPA 6431 - Finance and Budgeting for the Public Sector♦
- MMPA 6435 - Human Resource Management: Building a Capable Workforce♦
- MMPA 6451 - Public Policy Analysis♦
- MMPA 6461 - Public Sector Economics♦
- MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦
- MMPA 6480 - Applied Research and Evaluation Methods♦

Capstone Course (5 cr.)

- MMPA 6910 - Master of Public Administration Capstone

Course Sequence

Quarter	***Course***	***Credits***
1	MMPA 6200 - Introduction to Public Administration	5 cr.
	MMPA 6115 - Foundations for Graduate Study	1 cr.
2	MMPA 6405 - Ethics and Social Justice	5 cr.
	MMPA 6420 - Organizational Management and Leadership	5 cr.
3	MMPA 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPA 6435 - Human Resource Management: Building a Capable Workforce	5 cr.
4	MMPA 6461 - Public Sector Economics	5 cr.

	MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
5	MMPA 6451 - Public Policy Analysis	5 cr.
	MMPA 6480 - Applied Research and Evaluation Methods	5 cr.
6	Specialization course 1	5 cr.
	Specialization course 2	5 cr.
7	Specialization course 3	5 cr.
	MMPA 6910 - Master of Public Administration Capstone	5 cr.

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Master of Public Administration (M.P.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.

Criminal Justice Specialization (M.P.A.)

This specialization is designed for criminal justice professionals, including supervisors and managers in policing, courts, corrections, security, and associated support agencies, who aspire to move into upper-level management and administrative assignments. The coursework includes an in-depth review and discussion of contemporary decision-making models and issues confronting the U.S. criminal justice system.

Completion Requirements

66 credit hours

- Foundation course (1 cr.)
- Core courses (45 cr.)
- Specialization courses (15 cr.)
- Capstone seminar (5 cr.)

Estimated time to completion is less than 2 years. Time to completion may vary by student, depending on individual progress and credits transferred, if applicable. Students should contact and enrollment advisor for a personalized estimate of their time.

Course Sequence

Quarter	*Course*	*Credits*
1	MMPA 6200 - Introduction to Public Administration	5 cr.
	MMPA 6115 - Foundations for Graduate Study	1 cr.
2	MMPP 6405 - Ethics and Social Justice	5 cr.
	MMPA 6420 - Organizational Management and Leadership	5 cr.

3	MMPA 6431 - Finance and Budgeting for the Public Sector MMPA 6435 - Human Resource Management: Building a Capable Workforce	5 cr. 5 cr.
4	MMPA 6461 - Public Sector Economics MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr. 5 cr.
5	MMPA 6451 - Public Policy Analysis MMPA 6480 - Applied Research and Evaluation Methods	5 cr. 5 cr.
6	MMPA 6137 - The Nature of Crime and Criminology MMPA 6215 - Controversies in Criminal Justice	5 cr. 5 cr.
7	MMPA 6217 - Technological Solutions and 21st-Century Crime MMPA 6910 - Capstone Seminar	5 cr. 5 cr.

Emergency Management (M.P.A.)

Specialization Curriculum (15 cr.)

- MMPA 6101 - Critical Issues in Emergency Management♦
- MMPA 6201 - Risk Assessment, Preparedness, and Disaster Mitigation
- MMPA 6301 - Disaster Response and Recovery♦

Health Policy Specialization (M.P.A.)

Students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers in order to manage and navigate effectively and successfully in a dynamic environment.

Specialization Curriculum (15 cr.)

- MMPA 6840 - Health Policy and Management♦
- MMPA 6400 - Public Health Leadership and Systems Thinking♦
- MMPA 6421 - Health Economics♦

Homeland Policy and Security Specialization (M.P.A.)

Specialization Curriculum (15 cr.)

- MMPA 6320 - Public Policy Implications of Terrorism Legislation and Policies
- MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness
- MMPA 6322 - Critical Incident Planning and Leadership

Course Sequence

Quarter	*Course Title*	*Credits*
1	MMPA 6200 - Introduction to Public Administration	5 cr.

	MMPA 6115 - Foundations for Graduate Study	1 cr.
2	MMPA 6405 - Ethics and Social Justice	5 cr.
	MMPA 6420 - Organizational Management and Leadership	5 cr.
3	MMPA 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPA 6435 - Human Resource Management: Building a Capable Workforce	5 cr.
4	MMPA 6461 - Public Sector Economics	5 cr.
	MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
5	MMPA 6451 - Public Policy Analysis	5 cr.
	MMPA 6480 - Applied Research and Evaluation Methods	5 cr.
6	MMPA 6320 - Public Policy Implications of Terrorism Legislation and Policies	5 cr.
	MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness	5 cr.
7	MMPA 6322 - Critical Incident Planning and Leadership	5 cr.
	MMPA 6910 - Capstone Seminar	5 cr.

Homeland Security Policy Specialization

Students gain an understanding of complex public safety policy and emergency response strategies. Additionally students learn to implement protective measures and policies without compromising individual rights and freedoms.

Specialization Curriculum (15 cr.)

- MMPA 6830 - Current Issues in Homeland Security
- MMPA 6831 - Critical Incident Leadership and Planning
- MMPA 6832 - Terrorism: Legislation and Policy

Homeland Security Policy and Coordination (M.P.A.)

Specialization Curriculum (15 cr.)

- MMPA 6345 - Public Policy Implications of Terrorism Legislation and Policies♦
- MMPA 6346 - Terrorism: A Systemic Approach for Emergency Preparedness♦
- MMPA 6347 - Critical Incident Planning and Leadership♦

Interdisciplinary Policy Studies Specialization

Students gain a thorough understanding of complex and interrelated policy challenges, including public health and safety, urban sprawl, immigration, and affordable housing. Additionally students learn to work with government and community shareholders in order to broaden their public policy perspective.

Specialization Curriculum (15 cr.)

- MMPA 6830 - Current Issues in Homeland Security
- MMPA 6822 - Current Issues in Regional and Local Public Policy
- MMPA 6812 - Contemporary Cases and Issues in the Courts

International Nongovernmental Organizations (NGOs) Specialization (M.P.A.)

Specialization Curriculum (15 cr.)

- MMPA 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness♦
- MMPA 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments♦
- MMPA 6335 - Placing NGOs in the Global Context♦

Course Sequence

Quarter	*Course Title*	*Credits*
1	MMPA 6200 - Introduction to Public Administration	5 cr.
	MMPA 6115 - Foundations for Graduate Study	1 cr.
2	MMPA 6405 - Ethics and Social Justice	5 cr.
	MMPA 6420 - Organizational Management and Leadership	5 cr.
3	MMPA 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPA 6435 - Human Resource Management: Building a Capable Workforce	5 cr.
4	MMPA 6461 - Public Sector Economics	5 cr.
	MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
5	MMPA 6451 - Public Policy Analysis	5 cr.
	MMPA 6480 - Applied Research and Evaluation Methods	5 cr.
6	MMPA 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness	5 cr.
	MMPA 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments	5 cr.
7	MMPA 6335 - Placing NGOs in the Global Context	5 cr.
	MMPA 6910 - Capstone Seminar	5 cr.

Law and Public Policy Specialization

Students gain an understanding of the relationships between law and public policy and access vital legal knowledge available to public policy practitioners.

Specialization Curriculum (15 cr.)

- MMPA 6810 - Fundamentals of Law and Public Policy
- MMPA 6811 - Legal Research for Policy Practitioners
- MMPA 6812 - Contemporary Cases and Issues in the Courts

Local Government Management for Sustainable Communities Specialization

Students gain an understanding of the interrelated elements that make a community viable. Additionally students access the tools and resources for sustainable community development as students prepare for a career as a town manager, department head, or director of a social service organization.

Specialization Curriculum (15 cr.)

- MMPA 6820 - Elements of Sustainable and Livable Communities
- MMPA 6821 - Tools for Sustainable Community Development
- MMPA 6822 - Current Issues in Regional and Local Public Policy

Nonprofit Management and Leadership Specialization (M.P.A.)

Students gain a practical understanding of the principles and processes related to nonprofit organizations.

Specialization Curriculum (15 cr.)

- MMPA 6850 - Introduction to the Nonprofit Sector
- MMPA 6851 - Board Governance and Volunteer Management
- MMPA 6852 - Resource Development

Policy Analysis Specialization

Students are prepared to function knowledgeably and to work collaboratively to help shape public policy development and implementation.

Specialization Curriculum (15 cr.)

- MMPA 6380 - Policy and Politics in American Political Institutions
- MMPA 6381 - Public Policy and Evaluation
- MMPA 6382 - Public Policy and Finance♦

Public Management and Leadership Specialization (M.P.A.)

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students will apply a systems perspective as they develop strategies for organizational change in the public organization of their choice. They will discover how transformative change occurs in complex public systems, and will learn to use the language of leadership to motivate, inspire, and competently lead their organizations and shape public policy.

Specialization Curriculum (15 cr.)

- MMPA 6390 - Strategic Context of Public Management and Leadership
- MMPA 6391 - Transformative Change in a Shared-Power World
- MMPA 6392 - The Language of Leadership

Terrorism, Mediation, and Peace Specialization (M.P.A.)

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students will learn the immediate and long-term implications of anti-terrorist legislation and policies. They will study how terrorism policies are drafted and enforced while they analyze the ethical issues related to human rights and the psychology of terrorism. Students will explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. And students will examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- MMPA 6320 - Public Policy Implications of Terrorism Legislation and Policies
- MMPA 6740 - Disaster, Crisis, and Trauma♦
- MMPA 6741 - Psychology of Terrorism♦

Master of Public Policy (M.P.P.)

Walden University's Master of Public Policy (M.P.P.) program will prepare students to work effectively within government agencies, governmental organizations, and the private sector. This includes the intersections of local, state, and federal systems and among socioeconomic sectors. Thus, it provides the ability to apply knowledge and skills practically that will impact society. The program comprises a core of contemporary theory and practice of policy creation, analysis, and implementation. With a unique blend of policy analysis and econometrics, the program will provide students with critical analytical skills essential for public policy professionals and organizational leaders. The M.P.P. will attract leaders in public policy, and those aspiring to be leaders, in a wide variety of organizations which create, operate, analyze, or live by public policy.

Learning Outcomes

Upon completion of the Master of Public Policy, students will be able to:

1. Explain how public policies are developed, approved, implemented, and evaluated.
2. Apply major theories and concepts associated with the development of U.S. public policy and public administration.
3. Apply a variety of data analysis methods in the study of public policy issues.
4. Apply a variety of research and design methods in the study of public policy issues.
5. Describe how to implement methods of organizational change and development while adhering to ethical standards of practice.

6. Design strategies for collaboration across the research, policy, and practice sectors to solve complex problems.

Specializations

- Criminal Justice Specialization (M.P.P)
- Emergency Management
- Health Policy
- Homeland Security Policy
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Interdisciplinary Policy Studies
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Public Management and Leadership
- Terrorism, Mediation, and Peace

Degree Requirements

- 66 total credits
    - Foundation course (1 cr.)
    - Core courses (45 cr.)
    - Specialization courses (15 cr.)
    - Capstone course (5 cr.)

Core Curriculum

Foundations Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Core Courses (45 cr.)

- MMPP 6405 - Ethics and Social Justice♦
- MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦
- MMPP 6112 - Governance and Public Policy♦
- MMPP 6431 - Finance and Budgeting for the Public Sector♦
- MMPP 6111 - Leadership and Organizational Change♦
- MMPP 6280 - Policy and Politics in American Political Institutions♦
- MMPP 6281 - Program Evaluation♦
- MMPP 6282 - Public Policy and Finance♦
- MMPP 6379 - Advanced Methods in Public Policy Analysis and Evaluation♦

Capstone Course

- MMPP 6910 - Capstone Seminar♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6910 - Capstone *or* MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Master of Public Policy (M.P.P.) 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.

Criminal Justice Specialization (M.P.P)

This specialization is designed for criminal justice professionals, including supervisors and managers in policing, courts, corrections, security, and associated support agencies, who aspire to move into upper-level management and administrative assignments. The coursework includes an in-depth review and discussion of contemporary decision-making models and issues confronting the U.S. criminal justice system.

Specialization Curriculum (15 cr.)

- MMPP 6137 - The Nature of Crime and Criminology♦
- MMPP 6215 - Controversies in Criminal Justice♦
- MMPP 6217 - Technological Solutions and 21st-Century Crime♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6380 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6381 - Program Evaluation	5 cr.
5	MMPP 6382 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6137 - The Nature of Crime and Criminology	5 cr.
	MMPP 6215 - Controversies in Criminal Justice	5 cr.
7	MMPP 6217 - Technological Solutions and 21st-Century Crime	5 cr.
	MMPP 6910 - Capstone *OR* MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Emergency Management Specialization (M.P.P.)

The emergency situations we face in today‘s complex environment call for a new leadership approach. This specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Specialization Curriculum (15 cr.)

- MMPP 6100 - Critical Issues in Emergency Management
- MMPP 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦
- MMPP 6300 - Disaster Response and Recovery♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and	5 cr.

	Coordination	
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6100 - Critical Issues in Emergency Management	5 cr.
	MMPP 6200 - Risk Assessment, Preparedness, and Hazard Mitigation	5 cr.
7	MMPP 6300 - Disaster Response and Recovery	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Health Policy Specialization (M.P.P.)

Healthcare has undergone radical changes over the past several years. The major business enterprises that now govern the industry have changed the way healthcare is delivered, and managers must quickly adapt to become successful. This specialization helps students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers so they can manage effectively and successfully in this unique environment.

Specialization Curriculum (15 cr.)

- MMPP 6840 - Health Policy and Management♦
- MMPP 6400 - Public Health Leadership and Systems Thinking♦
- MMPP 6420 - Health Economics♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.

	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6840 - Health Policy and Management	5 cr.
	MMPP 6400 - Public Health Leadership and Systems Thinking	5 cr.
7	MMPP 6420 - Health Economics	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Homeland Security Policy Specialization

Today‘s complex public safety environment demands smart policy on emergency response strategies. Students prepare to implement protective measures and policies without compromising individual rights and freedoms. With this knowledge, they are equipped to effectively develop policy to protect individuals‘ safety and freedom.

Specialization Curriculum (15 cr.)

- MMPP 6830 - Current Issues in Homeland Security♦
- MMPP 6831 - Critical Incident Planning and Leadership♦
- MMPP 6832 - Terrorism: Legislation and Policy♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6830 - Current Issues in Homeland Security	5 cr.
	MMPP 6831 - Critical Incident Leadership and Planning	5 cr.

7	MMPP 6832 - Terrorism: Legislation and Policy	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Homeland Security Policy and Coordination Specialization (M.P.P.)

Man-made and natural disasters alike have brought homeland security issues to the forefront of public policy. This specialization provides students with the opportunity to explore the implementation of protective measures and policies that do not compromise individual rights and freedoms, as well as collaboration between public security agencies. This specialization also focuses on various approaches to the National Incident Management System (NIMS) and other dynamics of homeland security issues.

Specialization Curriculum (15 cr.)

- MMPP 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness
- MMPA 6322 - Critical Incident Planning and Leadership

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness	5 cr.
	MMPP 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments	5 cr.
7	MMPP 6335 - Placing NGOs in the Global Context	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Interdisciplinary Policy Studies Specialization (M.P.P.)

Healthcare has undergone radical changes over the past several years. The major business enterprises that now govern the industry have changed the way healthcare is delivered, and managers must quickly adapt to become successful. This specialization helps students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers so they can manage effectively and successfully in this unique environment.

Specialization Curriculum (15 cr.)

- MMPP 6830 - Current Issues in Homeland Security♦
- MMPP 6822 - Current Issues in Regional and Local Public Policy♦
- MMPP 6852 - Resource Development♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6830 - Current Issues in Homeland Security	5 cr.
	MMPP 6822 - Current Issues in Regional and Local Public Policy	5 cr.
7	MMPP 6812 - Contemporary Cases and Issues in the Courts	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

International Nongovernmental Organizations (NGOs) Specialization (M.P.P.)

In an era of increasing globalization, it is important for leaders of nonprofit organizations and government departments at the local, state, and national level to know how to operate in an international environment. This specialization explores how countries organize, regulate, and foster nongovernmental activities; how international intergovernmental organizations operate;

and how representatives of these organizations can learn from, partner with, and work within organizations worldwide. By focusing on the effects of globalization and the cultures and sociopolitical environments of diverse nations and organizations, students in this specialization learn how to work effectively with nongovernmental, voluntary, and intergovernmental organizations around the world.

Specialization Curriculum (15 cr.)

- MMPP 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness♦
- MMPP 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments♦
- MMPP 6335 - Placing NGOs in the Global Context♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness	5 cr.
	MMPP 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments	5 cr.
7	MMPP 6335 - Placing NGOs in the Global Context	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Law and Public Policy Specialization

Legal decisions and the law have a significant impact on the creation of public policy. Students discover the relationships between law and public policy and access vital legal knowledge available to public policy practitioners. They gain a solid background in legal concepts, cases, and current trends that provide them with a head start if they decide to pursue a law degree or if they encounter legal questions in their workplace.

Specialization Curriculum (15 cr.)

- MMPP 6810 - Fundamentals of Law and Public Policy♦
- MMPP 6811 - Legal Research for Policy Practitioners♦
- MMPP 6812 - Contemporary Cases and Issues in the Courts♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6810 - Fundamentals of Law and Public Policy	5 cr.
	MMPP 6811 - Legal Research for Policy Practitioners	5 cr.
7	MMPP 6812 - Contemporary Cases and Issues in the Courts	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8116 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Local Government Management for Sustainable Communities Specialization

In this specialization, students study how to create and maintain sustainable communities that are environmentally sound, economically prosperous, and socially equitable. They explore the interrelated elements that make a community viable and access the tools and resources for sustainable community development. This specialization provides students the opportunity to gain skills to succeed in roles such as town manager, department head, or director of a social service organization.

Specialization Curriculum (15 cr.)

- MMPP 6820 - Elements of Sustainable and Livable Communities♦

- MMPP 6821 - Tools for Sustainable Community Development♦
- MMPP 6822 - Current Issues in Regional and Local Public Policy♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6820 - Elements of Sustainable and Livable Communities	5 cr.
	MMPP 6821 - Tools for Sustainable Community Development	5 cr.
7	MMPP 6822 - Current Issues in Regional and Local Public Policy	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Nonprofit Management and Leadership Specialization (M.P.P.)

As governmental and nongovernmental institutions increasingly overlap and evolve, the demand for well-educated management professionals to excel in public service continues to grow. This specialization helps students gain skills to excel in the public or nonprofit sector by understanding how to work with government and businesses to address shared issues.

Specialization Curriculum (15 cr.)

- MMPP 6850 - Introduction to the Nonprofit Sector♦
- MMPP 6851 - Board Governance and Volunteer Management♦
- MMPP 6852 - Resource Development♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.

2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6850 - Introduction to the Nonprofit Sector	5 cr.
	MMPP 6851 - Board Governance and Volunteer Management	5 cr.
7	MMPP 6852 - Resource Development	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Public Management Leadership Specialization (M.P.P.)

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students apply a systems perspective as they develop strategies for organizational change in the public organization of their choice. They discover how transformative change occurs in complex public systems and study ways to use the language of leadership to motivate, inspire, and competently lead their organization and shape public policy.

Specialization Curriculum (15 cr.)

- MMPP 6390 - Strategic Context of Public Management and Leadership♦
- MMPP 6391 - Transformative Change in a Shared-Power World♦
- MMPP 6392 - The Language of Leadership♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.

	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.
5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6390 - Strategic Context of Public Management and Leadership	5 cr.
	MMPP 6391 - Transformative Change in a Shared-Power World	5 cr.
7	MMPP 6392 - The Language of Leadership	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Terrorism, Mediation, and Peace Specialization (M.P.P.)

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students study the immediate and long-term implications of anti-terrorist legislation and policies. They also examine how terrorism policies are drafted and enforced while analyzing the ethical issues related to human rights and the psychology of terrorism. Students explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. They examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- MMPP 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- MMPP 6740 - Disaster, Crisis, and Trauma
- MMPP 6741 - Psychology of Terrorism♦

Course Sequence

Quarter	*Course*	*Credits*
1	MMPP 6115 - Foundations for Graduate Study	1 cr.
	MMPP 6405 - Ethics and Social Justice	5 cr.
2	MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 cr.
	MMPP 6112 - Governance and Public Policy	5 cr.
3	MMPP 6431 - Finance and Budgeting for the Public Sector	5 cr.
	MMPP 6111 - Leadership and Organization Change	5 cr.
4	MMPP 6280 - Policy and Politics in American Political Institutions	5 cr.
	MMPP 6281 - Program Evaluation	5 cr.

5	MMPP 6282 - Public Policy and Finance	5 cr.
	MMPP 6379 - Advanced Public Policy Methods and Analysis	5 cr.
6	MMPP 6320 - Public Policy Implications of Terrorism	5 cr.
	MMPP 6740 - Disaster, Crisis, and Trauma	5 cr.
7	MMPP 6741 - Psychology of Terrorism	5 cr.
	MMPP 6910 - Capstone **OR** MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program	5 cr.

Doctoral Degree Programs

Ph.D. in Public Policy and Administration (Course-Based)

To create and maintain thriving communities, leaders and managers must have the vision and skill to plan, develop policies, implement programs and services, and manage resources effectively. Leaders in public service and all sectors of society should be grounded in scientific inquiry and scholarship.

The Ph.D. in Public Policy and Administration program prepares students to meet the challenges of creating and providing programs and services in an increasingly complex and collaborative environment. The program educates students on critical public policy issues and the latest best practices to promote social change through effective, forward-thinking leadership and management.

General Program

Learning Outcomes

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

1. Discuss leadership concepts and theories that have been used to effectively lead and manage in the public sector.
2. Analyze evidence-based research, theories, and models used to promote participation in public and nonprofit policy processes.
3. Develop solutions for problems related to public policy and public administration using theory and research.
4. Ethically apply the major theories and concepts of public policy and public administration within organizations.
5. Evaluate models and best practices utilizing diverse perspectives in local, state, national, and international public agencies by using evidence-based research.

Specializations

- Criminal Justice

- Emergency Management
- Health Policy
- Homeland Security
- Homeland Security Policy and Coordination
- Interdisciplinary Policy Studies
- International Nongovernmental Organizations (NGOs)
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Public Management and Leadership
- Policy Analysis
- Terrorism, Mediation, and Peace

Degree Requirements

- 82 quarter credits
- Program of study
- Foundation course (1 cr.)
- Core courses (30 cr.)
- Foundation Research Sequence (12 cr.)
- Advanced Research course (4 cr.)
- Specialization courses (15 cr.)
- Proposal, dissertation, and oral presentation (20 cr.)
- Minimum enrollment of 8 quarters, depending on the transfer of credits awarded
- 16 units of academic residency (four 4-day residencies)

Curriculum

Core Curriculum

Foundation Course (1 cr.)

- PPPA 8000 - Foundations for Doctoral Study

Core Courses (30 cr.)

- PPPA 8111 - Leadership and Organizational Change♦
- PPPA 8405 - Ethics and Social Justice♦
- PPPA 8431 - Finance and Budgeting for the Public Sector♦
- PPPA 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦
- PPPA 8115 - Writing a Quality Prospectus
- PPPA 8112 - Governance and Public Policy♦

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 8100P must be completed prior to Residency 2 of the academic residencies. RSCH 8200P and RSCH 8300P must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100P - Research Theory, Design, and Methods
- RSCH 8200P - Quantitative Reasoning and Analysis
- RSCH 8300P - 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 8250P - Advanced Quantitative Reasoning and Analysis
- RSCH 8350P - Advanced Qualitative Reasoning and Analysis
- RSCH 8450P - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)

- PPPA 9000 - Dissertation

Program Data

Walden is committed to providing the information about your program. Please find detailed information for the Ph.D. in Public Policy and Administration 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.

Criminal Justice Specialization in Public Policy and Administration

This specialization is designed for criminal justice professionals, including supervisors and managers in policing, courts, corrections, security, and associated support agencies, who aspire to move into management and administrative assignments. The coursework includes an in-depth review and discussion of contemporary decision-making models and issues confronting the American criminal justice system.

Specialization Curriculum (15 cr.)

- PPPA 8137 - The Nature of Crime and Criminology♦
- PPPA 8215 - Controversies in Criminal Justice♦
- PPPA 8217 - Technological Solutions and 21st-Century Crime♦

Emergency Management

The emergency situations of today‘s complex environments call for a new leadership approach and effective collaboration among public safety professionals. The specialization in Public Safety Management offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Specialization Curriculum (15 cr.)

- PPPA 8101 - Critical Issues in Emergency Management♦
- PPPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation♦
- PPPA 8301 - Disaster Response and Recovery♦

General Program in Public Policy and Administration

Students may complete the General Program if they want to pursue an area of interest that is not among the specializations currently offered. This provides students maximum flexibility by allowing them to design a program that most closely matches their personal and professional goals.

Specialization Curriculum (15 cr.)

Choose any three specialization courses from any of the Ph.D. in Public Policy and Administration specializations.

Health Policy Specialization (PPPA)

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

Specialization Curriculum (15 cr.)

- PPPA 8841 - Health Policy and Management
- PPPA 8401 - Public Health Leadership and Systems Thinking♦
- PPPA 8420 - Health Economics♦

Homeland Security

Today‘s complex public safety environment demands smart policy on emergency response strategies. Students prepare to implement protective measures and policies without compromising individual rights and freedoms. With this knowledge, students are equipped to effectively develop policy to protect individuals‘ safety and freedom.

Specialization Curriculum (15 cr.)

- PPPA 8830 - Current Issues in Homeland Security

- PPPA 8831 - Critical Incident Leadership and Planning
- PPPA 8832 - Terrorism: Legislation and Policy♦

Homeland Security Policy and Coordination Specialization

Today‘s complex public safety environment demands smart policy on emergency response strategies. This specialization prepares homeland security professionals to implement protective measures without compromising individual rights and freedoms. With this knowledge, students are equipped to effectively develop policy to protect individuals‘ safety and freedom.

Specialization Curriculum (15 cr.)

- PPPA 8320 - Public Policy Implications of Terrorism Legislation and Policies
- PPPA 8321 - Terrorism: A Systemic Approach for Emergency Preparedness
- PPPA 8322 - Critical Incident Planning and Leadership

Interdisciplinary Policy Studies

Public policy encompasses a wide range of issues from legislative rulings to homeland security. Students gain a more thorough understanding of complex and interrelated policy challenges, including public health and safety, urban sprawl, immigration, and affordable housing. They learn to work with government and community shareholders as they broaden their public policy perspective.

Specialization Curriculum (15 cr.)

- PPPA 8830 - Current Issues in Homeland Security
- PPPA 8822 - Current Issues in Regional and Local Public Policy♦
- PPPA 8812 - Contemporary Cases and Issues in the Courts♦

International Nongovernmental Organizations (NGOs) Specialization

In an era of increasing globalization, it is important for leaders of nonprofit organizations and governmental departments at the local, state, and national levels to know how to operate in an international environment. This specialization explores how countries organize, regulate, and foster nongovernmental activities; how international intergovernmental organizations operate; and how representatives of these organizations can learn from, partner with, and work within organizations worldwide.

By focusing on the effects of globalization and the cultures and sociopolitical environments of diverse nations and organizations, students in this specialization learn how to work effectively with nongovernmental organizations, voluntary organizations, and intergovernmental organizations around the world.

Specialization Curriculum (15 cr.)

- PPPA 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness
- PPPA 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments

- PPPA 8332 - Placing NGOs in the Global Context

Law and Public Policy Specialization

Students gain an understanding of the relations hips between law and public policy and they access vital legal knowledge available to public policy practitioners.

Specialization Curriculum (15 cr.)

- PPPA 8810 - Fundamentals of Law and Public Policy♦
- PPPA 8811 - Legal Research for Policy Practitioners♦
- PPPA 8812 - Contemporary Cases and Issues in the Courts♦

Local Government Management for Sustainable Communities Specialization

Students gain an understanding of the interrelated elements that make a community viable. Additionally, students access the tools and resources for sustainable community development as they prepare for a career as a town manager, department head, or director of a social service organization.

Specialization Curriculum (15 cr.)

- PPPA 8820 - Elements of Sustainable and Livable Communities♦
- PPPA 8821 - Tools for Sustainable Community Development♦
- PPPA 8822 - Current Issues in Regional and Local Public Policy♦

Nonprofit Management and Leadership Specialization (Ph.D.)

Investment in social capital is as important as investment in physical and human capital. Without constant attention to democratic and social institutions, a society and its individuals cannot prosper. Recently, considerable attention has been paid to the decline in social capital in the United States and to declining participation in many social institutions. The Nonprofit Leadership and Management specialization investigates these issues and prepares students to become knowledgeable social change agents through scholarly inquiry, applied research, and effective participation in these nonprofit institutions.

Specialization Curriculum (15 cr.)

- PPPA 8850 - Introduction to the Nonprofit Sector♦
- PPPA 8851 - Board Governance and Volunteer Management♦
- PPPA 8852 - Resource Development♦

Policy Analysis

Policy shapes the workings of government and its partners. This specialization provides a critical context within which organizations and individuals act in a democratic society. It will prepare students to function knowledgeably within this context and to work collaboratively to help shape public policy development and implementation.

Specialization Curriculum (15 cr.)

- PPPA 8380 - Policy and Politics in American Political Institutions
- PPPA 8381 - Public Policy and Evaluation
- PPPA 8382 - Public Policy and Finance

Public Management and Leadership Specialization (Ph.D.)

Public services are being delivered through alternative nongovernmental institutions, and citizens and their elected officials are expecting more from those who manage public and nonprofit institutions. The Public Management and Leadership specialization prepares scholar-practitioners to lead reform in public administration.

Specialization Curriculum (15 cr.)

- PPPA 8390 - Strategic Context of Public Management and Leadership
- PPPA 8391 - Transformative Change in a Shared-Power World
- PPPA 8392 - The Language of Leadership

Public Policy Specialization

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

Specialization Curriculum (15 cr.)

- PPPA 8380 - Policy and Politics in American Political Institutions
- PPPA 8381 - Public Policy and Evaluation
- PPPA 8382 - Public Policy and Finance

Terrorism, Mediation, and Peace Specialization

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students will learn the immediate and long-term implications of anti-terrorist legislation and policies. They will study how terrorism policies are drafted and enforced while they analyze the ethical issues related to human rights and the psychology of terrorism. Students will explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. And students will examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- PPPA 8320 - Public Policy Implications of Terrorism Legislation and Policies
- PPPA 8740 - Disaster, Crisis, and Trauma♦
- PPPA 8741 - Psychology of Terrorism♦

Course Descriptions

ACCT

ACCT 1000 - Developing Student Portfolios in Accounting

(1 cr.) A portfolio is a valuable tool for students to communicate and demonstrate their academic accomplishments as well as a means to advance their professional prospects. In this course, students learn about the tools for developing an electronic portfolio. They compose a high-level design and comprehensive outline through which they apply the structure and methods learned in the course. They also examine tools and techniques for managing and maintaining an electronic portfolio.

Note about required first courses: Students should review the program description section of the Walden University Catalog carefully to determine which first course is required.

ACCT 1001 - Accounting I♦

(5 cr.) An introduction to accounting, this course presents the basic techniques and procedures of accounting for organizations. Students work toward gaining requisite skills that they can apply to future courses and projects in their program. Through weekly discussions, they practice communicating with peers while examining the central policies and procedures of an accounting system and utilizing basic terminology, such as language found in the four main types of financial statements. Students prepare basic financial statements through which they learn how statements are constructed and interrelated. They also examine acceptable methods of valuing assets, liabilities, and owner‘s equity. For an interdisciplinary perspective, students explore how computer technology lends to the profession by examining the types of programs available to perform accounting tasks. *(Prerequisite(s):* MATH 1001 or MATH 1002 or STAT 3001, and BUSI 1001 or HLTH 4000.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 1003 - Introduction to Accounting I♦

(5 cr.) An introduction to accounting, students in this course take a top-down approach to understanding introductory accounting documents and procedures by exploring a business‘s financial statements, including the balance sheet, income statement, and cash flow statement. Students explore the practical uses for information that can be gleaned from these statements, individually and as a whole, through a detailed examination of the properties and characteristics of each statement. Students engage in application assignments and discussions on a variety of topics, such as regulations that should be followed when preparing financial statements as promulgated by generally accepted accounting principles (GAAP). Students examine the U.S. use of GAAP in comparison to the use of International Financial Reporting Standards. *(Prerequisite(s):* BUSI 1001 or 1002, and MATH 1001, 1002, 1030, or 1040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 2001 - Accounting II

(5 cr.) A continuation of Accounting I, this course builds upon students‘ knowledge of accounting principles, including the basic techniques and procedures of internal reporting in organizations and corporations. Students examine a variety of terms and concepts, enabling them to gain a clear understanding of corporate reporting and the fundamental elements of managerial accounting. Students apply strategies involving cost behavior, job-order, cost-volume-profit analysis, performance planning and budgeting, standard costs and variance analysis, relevant costs, and the statement of cash flows to real-world scenarios. Students also assess best practices in employing relevant information in the decision-making process, acquiring practical skills to use in addressing actual accounting problems in the professional arena. *(Prerequisite(s):* ACCT 1001.)

ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis♦

(5 cr.) Managerial accounting provides important data to the individuals responsible for directing and controlling an operation. Through this course, students learn about the essential elements of managerial accounting, including strategic, organizational, and operational decision making using financial information. They examine cost-volume-profit analysis, capital budgeting, operational budgeting, forecasting tools, and performance measurement. Students work through case studies and functional exercises for a contextual understanding of managerial accounting, including the application of quantitative methods to determine performance, planning, and control in operations. *(Prerequisite(s):* ACCT 2003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 2003 - Introduction to Accounting II♦

(5 cr.) A continuation of Accounting I, this course builds upon students‘ knowledge of accounting principles, providing a basic foundation of key managerial accounting concepts and activities. Students learn how managers use accounting information for decision making in an organization. They explore how to develop business plans for small businesses and larger manufacturing corporations as well as how to distinguish between the two types of organizations. Through a variety of assignments focusing on the coverage of cost-volume-profit analysis, performance planning, and budgeting, students have the opportunity to gain managerial decision-making skills, helping them to prepare for issues they may encounter in the field. *Prerequisite(s):* ACCT 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 3001 - Intermediate Accounting I♦

(5 cr.) Although businesses often use the same authoritative standards in the production and presentation of financial statements, statements may still differ in a variety of ways. Recognizing these differences requires careful analysis and a variety of techniques. This course provides students with an overview of prevailing accounting issues as well as the ethical considerations encountered in the process; it is the first in a four-course sequence and builds upon content covered in introductory accounting courses. Students explore the principles of accrual accounting and interpret the steps in the accounting cycle. They learn about financial statement presentation and disclosure requirements, and they examine the conceptual framework and measurement principles underlying financial accounting. They also assess the relationship between the reporting and auditing functions in corporations. Additionally, students evaluate differences between Financial Accounting Standards Board‘s Accounting Standards Codification and International Financial Reporting Standards and apply these standards to their coursework. *(Prerequisite(s):* ACCT 2003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 3002 - Auditing and Internal Controls♦

(5 cr.) Auditing a company‘s financial statements requires the ability to apply generally accepted auditing standards to a variety of situations. In this course, students learn the specifics of auditing and how to choose appropriate audit testing. They explore a variety of topics, including professional ethics, audit planning and documentation, audit evidence, statistical tools, materiality and risk, and audit reports for different assurance and non-assurance services. Students examine internal controls and accounting systems as well as software designed for evaluating business information. Through a group project, students work toward gaining practical knowledge and problem-solving skills as they analyze real audit issues and cases. Students apply the Statements of Audit Standards from the Audit Standards Board and Audit Standards of the Public Company Accounting Oversight Board to their auditing situations. *(Prerequisite(s):* ACCT 2003.) ***Note:*** Concurrent enrollment in ACCT 3001 is recommended.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 3003 - Intermediate Accounting II♦

(5 cr.) How does a business handle its investments and capital and what are the generally-accepted accounting principles when valuing inventory? This course provides students with the opportunity to consider and respond to prevailing accounting questions as well as gain insight on related ethical considerations; it is the second in a four-course sequence and is a continuation of Intermediate Accounting I. Students learn ways to categorize, measure and report on cash, receivables, inventories, and investments. They gain practice in financial statement presentation and disclosure requirements. Through evaluation and online discussion, students explore the auditing function as well as inventory cost methods. As a basis for their coursework, students use

the Financial Accounting Standards Board‘s Accounting Standards Codification and International Financial Reporting Standards. *(Prerequisite(s):* ACCT 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 3004 - Intermediate Accounting III

(5 cr.) Physical assets continually change in value; knowing how to account for them is an important task in proper financial statement disclosure. In this course, students investigate current accounting issues as well as the ethical considerations encountered in the process; this course is the third in a four-course sequence and is a continuation of Intermediate Accounting II. Students examine the measurement and accounting for property, plant, and equipment. They also explore intangible assets, current liabilities, and contingencies. They focus on financial statement presentation and discuss how it relates to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board‘s Accounting Standards Codification and International Financial Reporting Standards. *(Prerequisite(s):* ACCT 3003.)

ACCT 3005 - Intermediate Accounting IV♦

(5 cr.) What is capital structure and how can a business use it for sustainability and reaching long-term goals? This course provides students with the opportunity to respond to such questions as well as to gain insight on related ethical considerations; it is the forth in a four-course sequence and is a continuation of Intermediate Accounting III. Students explore the measurement and reporting principles for stockholders‘ equity, retained earnings, long-term liabilities, long-term receivables, discontinued operations, and extraordinary items. They gain further practice in financial statement presentation and disclosures and explore their relationship to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board‘s Accounting Standards Codification and International Financial Reporting Standards. *Prerequisite(s):* ACCT 3004.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 3006 - Accounting Information Systems♦

(5 cr.) Nearly all businesses have an accounting system that provides appropriate financial information required to make informed, timely decisions. Therefore, the design of the system is vital to the efficiency and internal controls of acquiring such information. This course provides students with the fundamental concepts of accounting systems design, including how accounting systems capture important business transactions that drive decisions and execution. Students learn about the technology of accounting systems, file processing, database concepts and tools, and internal control and risks. They also explore how to audit the information system as well as how to use the information system to perform audit functions. Through the examination of the latest commercial accounting software, students learn about technological developments for the production of reports and exchange of business data. *Prerequisite(s):* ACCT 2003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 4001 - Government and Nonprofit Accounting♦

(5 cr.) The function and role of private and public sector organizations are often very different; therefore, the accounting principles used to run for-profit businesses and government businesses cannot always be the same. In this course, students compare and contrast the characteristics of government and nonprofit organizations and explore the ethical and social responsibilities of accountants working with these institutions. They also examine the measurement and reporting requirements for governmental and non-profit organizations. They engage in discussions about the concepts of fund accounting, budget and control issues, and revenue and expense recognition. Students gain hands-on experience preparing financial statements for each type of organization. As a basis for their coursework, students use the Financial Accounting Standards Board‘s Accounting Standards Codification and pronouncements of the Government Accounting Standards Board. *Prerequisite(s):* ACCT 3005.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 4002 - Advanced Financial Accounting I♦

(5 cr.) Lease accounting from the perspective of the lessor and lessee is an important consideration for business as an alternative to financing. But what options are available for lessors and lessees in accounting for lease transactions? This course provides students with the opportunity to investigate and respond to prevailing accounting issues in this area. This course continues the three-course sequence of Intermediate Accounting. Students assess and explain the measurement and reporting disclosures for leases, pensions, equity compensation, derivatives, and earnings per share. They apply best practices in the presentation of financial statements and analyze how this relates to the auditing function. Students also gain hands-on practice in determining pension obligations and expenses. As a basis for their coursework, students apply the Financial Accounting Standards Board‘s Accounting Standards Codification and International Financial Reporting Standards. *Prerequisite(s):* ACCT 3005.)

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ACCT 4003 - Advanced Financial Accounting II♦

(5 cr.) How can external users to an organization employ the statement of cash flow as a means to foresee an organization‘s prospect for future earnings? This course provides students with the opportunity to research and answer accounting questions such as this; it is the second in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. Students examine the measurement and reporting disclosures for changes in accounting principles, correction of errors, the statement of cash flows, segment and interim

reporting, and deferred taxes. Students continue to learn about financial statement presentation and disclosures as well as how these elements relate to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board‘s Accounting Standards Codification and International Financial Reporting Standards. Prerequisite(s): ACCT 4002.)

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ACCT 4004 - Advanced Financial Accounting III♦

(5 cr.) Whether it is to expand technical offerings or to gain the competitive edge over smaller entities, companies often merge together or acquire other companies. Often times, this creates a positive effect on the companies involved; other times, it create severe financial strains on a company‘s limited financial resources. In this course, students investigate prevalent accounting issues such as this; it is the third in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. Students explore the measurement and reporting disclosures for mergers, acquisitions, and foreign currency translation. Students continue to learn financial statement presentation of business combinations and explore some of the auditing issues in this area. As a basis for their coursework, students use the Financial Accounting Standards Board‘s Accounting Standards Codification and International Financial Reporting Standards. Prerequisite(s): ACCT 4003.)

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ACCT 4005 - Federal Taxation I: Individual Taxation♦

(5 cr.) In this course, students have the opportunity to gain a fundamental understanding of personal income taxes and how they are computed. They also learn appropriate tax concepts and terminologies important for students wishing to pursue a career in accounting and taxes. Students examine the federal income tax structure and apply income tax accounting to cases of individual and sole proprietorship taxation as they assemble information and documentation needed to prepare federal tax returns. They analyze federal income tax laws governing gross income, deductions, calculation of income tax rates, income tax credits, and the alternative minimum tax for individuals. *Prerequisite(s):* ACCT 2003.)

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ACCT 4006 - Federal Taxation II: Corporate Taxation♦

(5 cr.) This course is a continuation of Federation Taxation I and focuses on corporate federal taxes. Students appraise the role taxation plays on organizations, the corporate structure, and tax strategies. They learn about the application of federal income taxes business entities, including corporations, partnerships, and entities taxed as partnerships and S corporations. They also examine gift and estate taxes and income taxation of estates and trusts. Students contextualize

their learning through the preparation of a corporate federal tax return and related schedules. They consider the allocation of partnership taxable income and other deductions, credits, self-employment taxes, and loss carrybacks and carryforwards. Through the evaluation of legal and ethical issues involved in federal tax practice, students become familiar with laws, best practices, and the responsibilities of accounting professionals. *Prerequisite(s):* ACCT 4005.)

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ACCT 4007 - Treasury Management♦

(5 cr.) Treasury managers are in charge of an organization‘s liquid assets and their primary goal is to manage and balance risk and returns available to the organization. In this course, students explore the role of the treasury manager and engage in specialized applications in cash management, cash forecasting and budgeting, cash conversion cycles, accounts payable, and accounts receivable. They appraise liquidity risk management, treasury management systems, foreign exchange management, off-balance sheet financing, and bank/financial institution management relations. This course also provides students with the opportunity to gain critical-thinking skills through analytical activities involving real-world problems, such as issues with generally accepted accounting principles‘ emphasis on accrual accounting versus the economic results of transactions from a cash flow perspective. *(Prerequisite(s):* ACCT 1003, ACCT 2003, and FNCE 3001.)

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ACCT 4900 - Accounting Capstone Project

(5 cr.) A capstone course is designed to bring together knowledge gained through the entire program and permit students to demonstrate mastery of the various course competencies. The major course project in this capstone course is a strategic case study. Through this project, students apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. Through coursework and the final capstone project, students appraise and explain a variety of topics, such as basic accounting theory, financial reporting, deferred taxes, engagement planning, client risk, auditing, concepts of accounting and investment percentage, objectives of the statement of cash flows, contracts, sales, bankruptcy, the debtor-creditor relationship, and business law and ethics. This course provides students the chance to demonstrate their understanding and competency in complex problem identification and solution. *Prerequisite(s):* All required core and upper-division Accounting courses.)

ACCT 6100 - Effective Communication for the Accountant♦

(3 sem. cr.) An essential skill for nearly all accountants is the ability to effectively communicate with organizations to manage internal and external relationships. This course emphasizes the importance of communication in accounting and provides students the opportunity to practice

using the tools required for effectual and efficient presentation of information while gaining critical-thinking, reading, and scholarly-writing skills. Students explore various written and presentational forms of communication that accountants use within organizational and managerial settings. Students examine techniques for developing and presenting white papers, memoranda used to communicate issues and recommendations to management, and financial and nonfinancial information. They learn about concepts in balanced communication coverage and how to adapt to constantly changing modes of communication, including social networking, blogging, and using professional organizations and training programs to their advantage. Through these activities, students gain a better understanding of the roles and responsibilities of the accountant as well as the ethical methodologies required to maintain a professional obligation to the community and their clients.

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ACCT 6110 - Legal and Ethical Issues in Accounting♦

(3 sem. cr.) In the news, it is too often that we hear about cases of financial fraud and misconduct involving major corporations. It is a social and professional obligation of accountants to be concerned and knowledgeable on topics involving legal and ethical issues in accounting and financial reporting. In this course, students learn to appreciate this role and explore the various legal and professional responsibilities of which public and private accountants must be aware when developing financial statements and reports. They examine a variety of issues, such as the differences between statute and regulation and between common and statutory law. Students also assess the role of bankruptcy and its impact on business relationships. Through the extensive use of current and seminal case studies, students take a practical approach to examining the best practices of doing business in today‘s sociopolitical climate from a legal and ethical perspective.

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ACCT 6120 - Financial Management Tools for Decision Making♦

(3 sem. cr.) Effective business managers use a variety of financial management tools as they seek to evaluate alternatives and make sound decisions. In this course, students analyze these tools, including the breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. Students sharpen their diagnostic critical-thinking skills and learn to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for managerial decision making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization‘s competitive position.

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ACCT 6130 - Managerial Accounting for Organizational Performance♦

(3 sem. cr.) One of the primary functions of the accountant‘s role is preparing internal accounting information that can be used by management for effective decision making and organizational performance. Students can gain a practical perspective into this role through case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Students assess performance measurements, including key performance indicators, balanced scorecard, and forecasting. They explore operating and capital budgeting and financial planning techniques and become familiar with quantitative models and approaches used in management accounting. Through this course, students learn about the different departments and operating divisions within an organization and how they work individually and collaboratively to handle accounting responsibilities.

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ACCT 6140 - Current Trends in Accounting Standards♦

(3 sem. cr.) This course allows the learner to enhance and utilize advanced accounting research skills in order to investigate and review the current and emerging accounting issues and changes in promulgated accounting standards that could impact 21st-century business. The learner will examine a variety of up-to-date and relevant topical areas that are discussed in sources such as: the Financial Accounting Standards Board, International Accounting Standards Board, and Securities and Exchange Commission. As a result of their studies in this course, learners will be able to anticipate changes in accounting standards, and analyze potential impacts for making informed decisions and recommendations to management.

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ACCT 6600 - Managing Operational and Financial Business Risks♦

(3 sem. cr.) Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization‘s enterprise risk management.

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ACCT 6610 - Managing Regulatory Compliance♦

(3 sem. cr.) Regulatory compliance involves the policies and processes that organizations use to ensure that they follow the rules and regulations in place by the firms that control financial activity in a given jurisdiction. In this course, students explore the facets of regulatory compliance, focusing on the role of accounting with respect to corporate governance within an organizational setting. They also focus on how organizations build transparency into their governance and compliance systems. Students review and explore the responsibilities of management in terms of compliance and auditing and explore the complex processes of checks and balances that comprise compliance systems. Students further develop their understanding of regulatory compliance through a review of the Foreign Corrupt Practices Act and the Sarbanes-Oxley Act, in addition to an evaluation of decisions made by the Securities and Exchange Commission and the Public Corporation Accounting Oversight Board.

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ACCT 6620 - Accounting Theory and Application♦

(3 sem. cr.) In this quantitative course, students examine the process by which accounting policies are formulated and modified. Students use current research and case analyses to make critical evaluations of fundamental accounting concepts and foundations, such as revenue recognition, lease accounting, and other current issues, in light of their theoretical, empirical, practical, and political aspects. Students demonstrate their ability to use promulgated accounting literature to improve their general decision-making and communication skills in the area of accounting as they engage in functional exercises and weekly discussions.

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ACCT 6621 - Global Information Systems Development♦

(3 sem. cr.) Students learn how to organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. Topics include legal, economic, cultural and intellectual property issues; 24-hour development; strategic division of labor; case studies of specific geographies; quality and process standards.

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ACCT 6630 - Tax Analysis and Decision Making♦

(3 sem. cr.) Students in this course are provided with an overview of current topics in taxation strategies for individuals and corporations. They learn about the Internal Revenue Code on tax differences, including book and tax accounting, inclusions, exclusions, deductions, credits, and tax aspects of property transactions. Students employ a ―walk-through" technique through which they gain first-hand experience in the use of tax research services. Students also explore how economic, social, and cultural forces influence tax policy.

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ACCT 6640 - Solving CPA Problems♦

(3 sem. cr.) In this course, students review content pulled directly from prior certified public accountant (CPA) exams on a variety of topics, including current accounting trends, managerial accounting, and regulatory issues. Students conduct research, discuss with peers, and analyze the answers to actual CPA exam items to gain a thorough understanding of the format, concepts, and principles on which exam questions are based, gaining confidence and preparedness for taking the CPA exam.

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ACCT 6650 - Forensic and Advanced Auditing Topics♦

(3 sem. cr.) In this course, students are provided with tools, techniques, and insight to evaluate the potential for fraud within current operating and financial reporting systems. Students examine creative accounting techniques and red flags of fraud, such as the development of false financial statements; misuse of corporate resources; false revenue recognition; and fraud perpetrated for the benefit of third parties, shareholders, and managers. They explore special topics, such as the override of existing internal controls and absence of proper accounting documentation. Students also examine fraud audit standards, principles of legal evidence, and concepts of the Daubert Rule. Additionally, students examine strategies for identifying sources of securing evidence to prevent loss, corruption, and contamination.

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ACCT 6660 - International Perspectives in Accounting♦

(3 sem. cr.) Students in this course examine current topics in international standards for accounting, including financial statement presentation, auditing, and accounting for importers, exporters, and multinational corporations to gain a comprehensive understanding of the various perspectives involved in international accounting. Students examine foreign exchange rates and markets, controlled economy accounting, social responsibility reporting, inflation accounting,

and international taxation and its impact on an organization‘s international financial statements. Additionally, students analyze issues in accounting for multinationals, including areas of accounting and financial reporting standards. They also conduct an evaluation of international accounting harmonization efforts, including those involving accounting standards, to acquire an appreciation of the importance of comparability in regard to international financial statements.

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ACCT 6665 - Initiating and Managing Change♦

(3 sem. cr.) This course explores effective strategies to initiate change in order to achieve organizational goals, as well as how to manage unplanned or unwelcome change. Learners will explore a variety of approaches and methods to transition individuals and organizations within a changing environment. Learners will distinguish between reactive responses and proactive responses to change, including examining the implications of culture, inertia, and uncertainty. Additionally, learners will explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

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ACCT 6670 - Not-for-Profit and Government Accounting♦

(3 sem. cr.) Students explore accounting and financial reporting principles for nonprofit and governmental organizations in this course. They examine issues regarding fund accounting principles, budgetary accounting, and financial reporting practices. Through a variety of assignments on the specifics of the nonprofit and government accounting arena, students develop and hone diagnostic skills and their analytical problem-solving ability. Students learn about the concepts, procedures, and mechanics of financial and managerial accounting and the role of accounting information in nonprofit organizations.

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ACCT 6675 - Critical Thinking for Effective Management♦

(3 sem. cr.) This course is designed to improve the learner‘s overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, learners will hone their diagnostic reading skills and will learn to construct effective, ethical, evidence-based arguments, which are fundamental capabilities of effective managers.

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ACCT 6680 - Leadership in a Global Landscape♦

(3 sem. cr.) This course examines the implications and challenges faced by leaders as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Learners will develop an understanding of the interrelatedness of nations in the global economy, explore the changing nature of international business and leadership, and evaluate the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration.

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ACCT 6685 - Creating Sustainable Solutions Through Systems Thinking♦

(3 sem. cr.) This course explores systems thinking as a process whereby problems are viewed as individual components within a larger system. The course provides a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Learners will use systems thinking tools to model single, double, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, learners will be introduced to scenario building and will examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

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ACCT 6690 - Principles of Project Management♦

(3 sem. cr.) This course introduces students to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout a project lifecycle. Students are exposed to project management knowledge areas and process groups as well as the distinguishing characteristics of each. Students study the ways these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

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ACCT 6695 - Leading Strategic Initiatives for Growth and New Value♦

(3 sem. cr.) This course focuses on the development and implementation of business strategies that enable a competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

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ACMG

ACMG 6100 - Effective Communication for the Accountant♦

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ACMG 6110 - Legal and Ethical Issues in Accounting♦

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ACMG 6120 - Financial Management Tools for Decision Making♦

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ACMG 6130 - Managerial Accounting for Organizational Performance♦

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ACMG 6140 - Current Trends in Accounting Standards♦

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ACMG 6600 - Managing Operational and Financial Business Risks♦

(3 sem. cr.) Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization‘s enterprise risk management.

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ACMG 6610 - Managing Regulatory Compliance♦

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ACMG 6620 - Accounting Theory and Application♦

(3 sem. cr.) In this quantitative course, students examine the process by which accounting policies are formulated and modified. Students use current research and case analyses to make critical evaluations of fundamental accounting concepts and foundations, such as revenue recognition, lease accounting, and other current issues, in light of their theoretical, empirical, practical, and political aspects. Students demonstrate their ability to use promulgated accounting literature to improve their general decision-making and communication skills in the area of accounting as they engage in functional exercises and weekly discussions.

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ACMG 6621 - Global Information Systems Development♦

(3 sem. cr.) Students learn how to organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. Topics include legal, economic, cultural and intellectual property issues; 24-hour development; strategic division of labor; case studies of specific geographies; quality and process standards.

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ACMG 6630 - Tax Analysis and Decision Making♦

(3 sem. cr.) Students in this course are provided with an overview of current topics in taxation strategies for individuals and corporations. They learn about the Internal Revenue Code on tax differences, including book and tax accounting, inclusions, exclusions, deductions, credits, and tax aspects of property transactions. Students employ a ―walk-through" technique through which they gain first-hand experience in the use of tax research services. Students also explore how economic, social, and cultural forces influence tax policy.

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ACMG 6640 - Solving CPA Problems♦

(3 sem. cr.) In this course, students review content pulled directly from prior certified public accountant (CPA) exams on a variety of topics, including current accounting trends, managerial accounting, and regulatory issues. Students conduct research, discuss with peers, and analyze the answers to actual CPA exam items to gain a thorough understanding of the format, concepts, and principles on which exam questions are based, gaining confidence and preparedness for taking the CPA exam.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6650 - Forensic and Advanced Auditing Topics♦

(3 sem. cr.) In this course, students are provided with tools, techniques, and insight to evaluate the potential for fraud within current operating and financial reporting systems. Students examine creative accounting techniques and red flags of fraud, such as the development of false financial statements; misuse of corporate resources; false revenue recognition; and fraud perpetrated for the benefit of third parties, shareholders, and managers. They explore special topics, such as the override of existing internal controls and absence of proper accounting documentation. Students also examine fraud audit standards, principles of legal evidence, and concepts of the Daubert Rule. Additionally, students examine strategies for identifying sources of securing evidence to prevent loss, corruption, and contamination.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6660 - International Perspectives in Accounting♦

(3 sem. cr.) Students in this course examine current topics in international standards for accounting, including financial statement presentation, auditing, and accounting for importers, exporters, and multinational corporations to gain a comprehensive understanding of the various perspectives involved in international accounting. Students examine foreign exchange rates and markets, controlled economy accounting, social responsibility reporting, inflation accounting, and international taxation and its impact on an organization‘s international financial statements. Additionally, students analyze issues in accounting for multinationals, including areas of accounting and financial reporting standards. They also conduct an evaluation of international accounting harmonization efforts, including those involving accounting standards, to acquire an appreciation of the importance of comparability in regard to international financial statements.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6665 - Initiating and Managing Change♦

(3 sem. cr.) This course explores effective strategies to initiate change in order to achieve organizational goals, as well as how to manage unplanned or unwelcome change. Learners will explore a variety of approaches and methods to transition individuals and organizations within a changing environment. Learners will distinguish between reactive responses and proactive responses to change, including examining the implications of culture, inertia, and uncertainty. Additionally, learners will explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6670 - Not-for-Profit and Government Accounting♦

(3 sem. cr.) Students explore accounting and financial reporting principles for nonprofit and governmental organizations in this course. They examine issues regarding fund accounting principles, budgetary accounting, and financial reporting practices. Through a variety of assignments on the specifics of the nonprofit and government accounting arena, students develop and hone diagnostic skills and their analytical problem-solving ability. Students learn about the concepts, procedures, and mechanics of financial and managerial accounting and the role of accounting information in nonprofit organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6675 - Critical Thinking for Effective Management♦

(3 sem. cr.) This course is designed to improve the learner‘s overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, learners will hone their diagnostic reading skills and will learn to construct effective, ethical, evidence-based arguments, which are fundamental capabilities of effective managers.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6680 - Leadership in a Global Landscape♦

(3 sem. cr.) This course examines the implications and challenges faced by leaders as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Learners will develop an understanding of the interrelatedness of nations in the global economy, explore the changing nature of international business and leadership, and evaluate the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6685 - Creating Sustainable Solutions Through Systems Thinking♦

(3 sem. cr.) This course explores systems thinking as a process whereby problems are viewed as individual components within a larger system. The course provides a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Learners will use systems thinking tools to model single, double, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, learners will be introduced to scenario building and will examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6690 - Principles of Project Management♦

(3 sem. cr.) This course introduces students to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout a project lifecycle. Students are exposed to project management knowledge areas and process groups as well as the distinguishing characteristics of each. Students study the ways these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACMG 6695 - Leading Strategic Initiatives for Growth and New Value♦

(3 sem. cr.) This course focuses on the development and implementation of business strategies that enable a competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

AMDS

AMDS 8002 - Writing a Quality KAM Demonstration

(2 cr.) The Knowledge Area Module (KAM) allows students to focus directly on their area of interest, from initial inquiry to the final capstone project. KAMs set the framework for a faculty-guided study comprising three components, including breadth, depth, and application. This course covers the structure of the KAM as well as research and writing techniques needed for the successful development of a KAM. Under instructor guidance, students draft a Learning Agreement for their first KAM, through which they select their theme and focus. *(Prerequisite(s):* AMDS 8008 and all other core courses.) ***Note:*** Completion is required before KAM studies can begin in the Information Systems Management specialization.

AMDS 8008 - Foundations for Doctoral Study

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement. ***Note:*** Students in selected doctoral programs and specializations are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.

AMDS 8110 - Management Information Systems

(4 cr.) Students are provided with broad coverage of information systems management concepts and trends underlying current and future developments as well as the principles for providing effective implementation of information technology. Students engage in multiple discussions and case studies through which they sharpen communication skills and gain a real-world understanding of how management information systems function. As the course progresses, students develop their ideas and reasoning on a variety of current issues in information systems and complete a research paper to define their position.

AMDS 8121 - Current Research in Social Change (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8125 - Organizational Performance Improvement

(4 cr.) What is business process redesign and how can it be used to achieve improvements in performance measures? Students in this course are provided with the opportunity to investigate questions such as this and survey a wide array of current literature from experts in the field. Students learn about the concepts of performance improvement and process re-engineering. They work toward achieving high-level improvements in organizational performance through redesigned business processes and the use of information technology to re-engineer an organization. Students analyze the data required for organizational performance improvement and then develop and present a report or case study of an organizational setting in the context of performance analysis and improvement. Students also engage in discussion assignments to share ideas and perspectives with peers and to reflect on weekly topics.

AMDS 8131 - Professional Practice and Social Change (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8135 - Project Management

(4 cr.) The process of creation, from conception through completion, is complex and requires a diverse set of management skills. Students are introduced to the theory, tools, and techniques needed to manage projects successfully. Students engage in coursework focusing on effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. They examine logistical aspects of project management, such as cost, schedule, technical planning, and control methods. Students also have the opportunity to gain hands-on practice through the application of management software to a typical project plan and tracking activity.

AMDS 8215 - Systems Analysis, Design, and Implementation

(4 cr.) Students in this course are provided with the opportunity to examine the analysis, design, and development of computer-based information systems to enhance their knowledge base in software engineering. They compare the key characteristics of object-oriented methodologies

with traditional methods for an understanding of how various types of systems require different software engineering techniques. Students learn about the life-cycle concept and related activities, including information requirements determination, prototyping, detailed systems design, development, testing, and implementation strategies. Collaborating with peers, students sharpen critical-thinking and communication skills as they engage in weekly discussions on topics such as software processes, design and implementation, dependability and security, and general topics in software engineering.

AMDS 8221 - Current Research in Human Development-Decision Analysis (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8225 - Database Concepts

(4 cr.) In consideration of the rise of web-enabled databases, there continues to be a looming risk of threat to computer systems, such as viruses and worms; students in this course examine major trends in information systems to gain skills required to address database issues such as these. They explore methods of data security, quality, and availability. They examine database systems as the focus for studying concepts of data modeling, techniques of data definition, and data manipulation. Students engage in peer discussions on topics such as methods for creating, managing, sorting, and processing data files. They also explore concepts of relational database methods and issues of managing information in a database.

AMDS 8231 - Professional Practice and Human Development-Applied Decision Analysis (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8235 - Communications and Networking

(4 cr.) Through this course, students learn about new business opportunities created by telecommunications technologies and consider what implications these have in the field. They analyze contemporary topics in the telecommunications industry, including competing standards, regulatory constraints, and current applications of hardware. They learn the concepts and terminology of data communications, network design, and distributed information systems. Students also assess and discuss topics such as communications equipment, protocols and

architecture, transmission alternatives, communications environments, regulatory issues, and network pricing and management.

AMDS 8300 - Advanced Individual Studies: New Faculty Training

(4 cr.) This online faculty development course not only teaches the skills and strategies necessary for effective online teaching, but it also gives students firsthand experience communicating within the actual software environment that they may be using to teach an online course. The course replicates the Walden online classroom and provides a model for online instruction. It takes students from the initial stages of course content creation through actual setup of a classroom site. Students in this course have the opportunity to develop and share teaching methods, organization models, and communication techniques for successful online instruction and learning.

AMDS 8301 - Advanced Individual Studies: Academic Publishing Option

(4 cr.) This advanced individual study course is designed for students who wish to integrate learning from the core curriculum in preparation for advanced KAM and dissertation research. In this course, students gain hands-on practice using research tools, writing a literature review, evaluating peer research, and providing feedback as a reviewer. They also explore the process involved in preparing a proposal for publication and academic publication in general. Students review *The International Journal of Applied Management and Technology* (IJAMT), an online refereed journal, to examine current issues and collaborate with peers in the area of business and technology management.

AMDS 8305 - Readings in Information Systems

(4 cr.) Students in this course examine the information systems (IS) body of knowledge and explore the role of an IS scholar-practitioner. Students are provided with a variety of contemporary reference sites and current and classic literature to utilize in their research practice and review. Through a review of the literature, students classify and evaluate what accredited scholars and researchers have written on topics that interest students most. By studying the literature, they increase their understanding of what it means to be an IS doctoral student as well as a scholar-practitioner, including responsibilities, expectations, and roles. Demonstrating critical-thinking and communication skills, students apply concepts learned in the course to develop new perspectives; they express their ideas and findings through discussion assignments in collaboration with peers.

AMDS 8316 - Security Management and Risk Assessment

(4 cr.) Reliable, secure transfer of information is vital to the operation and management of all businesses. The information transfer process, however, has presented a series of challenges as modern technology and the Internet have transformed the way business is conducted. Students in this course examine the need for security measures, policies, and careful assessment to ensure data integrity in electronic commerce. They explore management aspects of information security from a business perspective as well as the implications of information security risks faced by organizations. Students learn ways to identify threats and implement safeguards on corporate

networks and the Internet. They also explore topics including the return on security investment, business continuity planning, development of security policies, and information security auditing.

AMDS 8321 - Current Research in Organizational and Social Systems-Systems Engineering (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8325 - E-Commerce Strategies

(4 cr.) Electronic commerce continues to drive the growth of business and globalization in a variety of ways. Business managers need to be aware to how to harness e-commerce for competitive advantage. Students in this course are introduced to the emerging theories and practices of e-commerce tactics. Students explore strategies associated with both sides of the electronic commerce world—e-commerce solutions for existing companies and e-business concept development for venture startups. They identify critical issues associated with efficient control and implementation of e-strategies. Through case studies and interactive exercises, students gain practical insight on a variety of topics, such as external assessment, e-strategy development, and system and infrastructure issues.

AMDS 8331 - Professional Practice and Organizational and Social Systems-Applications of Systems Engineering and Analysis (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8335 - Principles of Knowledge Management

(4 cr.) Information systems (IS) enable organizations to identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit, and tacit) systematically. Students in this course examine these processes as well as how IS lends to the enhancement of organizational productivity and competitiveness. They also examine how information technology supports the organizational knowledge process. Students explore the role of knowledge workers in regard to management and development of knowledge management (KM) initiatives. They contextualize their study by assessing current organizational efforts and the nature of technologies that support KM processes. ***Note:*** This is a 6-week course.

Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.

AMDS 8510 - Theories of Organizational Dynamics and Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8511 - Theory of Deterministic Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8512 - Classical and Emerging Paradigms of Leadership

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8513 - Theory of Corporate Finance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8514 - Global Total Quality Management

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8515 - Theory of Financial Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8520 - Contemporary Research and Issues in Theories of Organizational Dynamics and Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8521 - Current Research in Deterministic Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8522 - Current Research on Leadership Development

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8523 - Current Research in Corporate Finance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8524 - Methods and Tools for Managing Quality Improvement

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8525 - Current Research in Financial Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8530 - Professional Practice Application of a Theory of Organizational Dynamics and Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8531 - Professional Practice: Application of Deterministic Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8532 - Professional Practice Application of a Theory of Leadership Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8533 - Professional Practice: Application of Corporate Finance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8534 - Reliability and Cost of Quality

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8535 - Professional Practice: Application of Financial Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8610 - Decision Theory and Analysis

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8611 - Theory of Stochastic Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8612 - Model of Organizational Change and Development

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8613 - Theory of Investments and International Finance

(3 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8614 - Management for World-Class Products

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8615 - Theory of Auditing and International Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8620 - Current Research in Decision Sciences

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8621 - Current Research in Stochastic Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8622 - Current Research on a Model of Organizational Change

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8623 - Current Research in Investments and International Finance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8624 - Collaborative/Concurrent Engineering Management

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8625 - Current Research in Auditing and International Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8630 - Models for Decision-Making

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8631 - Professional Practice: Application of Stochastic Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8632 - Professional Practice Application of an Organizational Change Model

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8633 - Professional Practice: Application of Investments and International Finance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8634 - Product Life-Cycle Cost and Time to Market

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8635 - Professional Practice: Application of Auditing and International Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8710 - Research Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8720 - Selected Research Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8730 - Research Design

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8800 - Epistemology and the Practice of Knowledge and Learning Management

(4 cr.) The course is a broad foundation for the study of knowledge and learning management. Students explore and discuss the history of knowledge from the early contributors, including Plato and Aristotle, to contemporary writers. They review the evolution of major movements and identify the foremost schools of thought, including rationalism, empiricism, functionalism, structuralism, and behaviorism. Students are also provided with a contemporary approach through the study of authors involved with knowledge, learning, and change management, including Senge, Drucker, Deming, Nonaka, Garvin, Argyris, Knowles, and Rogers. Students

have the opportunity to demonstrate their critical-thinking and interpretive skills as they propose and defend a set of guiding principles for the practice of knowledge management. ***Note:*** This is a 12-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.

AMDS 8801 - Principles of Learning Management

(4 cr.) The foundation of all universities is based on key competencies, principles, and goals. Students in this course identify these factors in relation to an organization‘s core curriculum and the effectiveness of an organization‘s learning management. Students explore and define the emergence of learning management, the responsibilities of the chief learning officer, and the foundations of adult learning and development. They also explore the role of corporate universities and distance learning in support of organizational learning. Students gain practice in evaluating performance gaps as well as developing strategies for moving their organization forward. ***Note:*** This is a 6-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.

AMDS 8810 - Integrating Knowledge Management With Strategic Initiatives

(4 cr.) Knowledge management (KM) is an integral and essential component of an organizational system at both operational and strategic levels. Students in this course examine major organizational change initiatives and determine how knowledge management (KM) can be used to leverage these initiatives. They learn how factors such as quality, systems thinking, environmental scanning, convergence, and constructive conflict are essential components in the integration of KM in regard to planning, decision-making, and implementing operational and strategic initiatives. Students examine embedded system elements, such as leadership and corporate culture. They also assess ways to circumvent roadblocks and pursue pathways to needed change when the adoption of a KM initiative requires structural and behavioral change to gain organizational acceptability. *(Prerequisite(s):* Foundation and core courses AMDS 8008 OR SBSF 8005; and AMDS 8800, AMDS 8801, and AMDS 8335; or permission of the program director.)

AMDS 8811 - Advanced Knowledge Management Concepts

(4 cr.) The future of knowledge management is changing based on the demands of global competition, the needs of 21st-century organizations, and the views of futurists looking at both organizational change and organizational learning. In this course, students explore this change and the future of knowledge management as well as the history of knowledge. Students learn about the merging roles of chief knowledge officers and chief learning officers. Using knowledge gained in the course and requisite critical-thinking and creative skills, students tackle the future demands of knowledge management through the development of a strategic initiative. *(Prerequisite(s):* Foundation and core courses AMDS 8008 OR SBSF 8005; and AMDS 8800, AMDS 8801, and AMDS 8335; or permission of the program director.)

AMDS 8812 - Expert Systems

(4 cr.) In this course, students examine the role of expert systems in knowledge management, including the use of artificial intelligence, neural systems, and other advanced concepts in the creation, retrieval, and competitive use of knowledge. Students use case studies to examine various types of expert systems. Upon thorough assessment of these systems, they examine current technologies used for deployment and determine which of these is most appropriate for the system. Students also define the taxonomy of knowledge that is applied to expert systems through the production of a knowledge map. *(Prerequisite(s):* Foundation and core courses AMDS 8008 OR SBSF 8005; and AMDS 8800, AMDS 8801, and AMDS 8335; or permission of the program director.)

AMDS 8813 - E-Systems

(4 cr.) What are some of the ways that companies measure web traffic and advertising efforts to enhance their marketability? In this course, students have the opportunity to answer questions such as this through an examination of the function of e-systems, Internet, e-commerce, e-business, and business-to-business knowledge management (KM). They learn about the new languages, HTML, and other emerging applications. Focusing on the technical portions of KM, students define KM systems and examine how KM systems work in conjunction with other e-systems. Students process course content and share ideas with their peers through discussions on topics such as the difference between KM systems and the KM discipline, system interrelationship and methodologies, internet-enabled KM systems, and design processes. *(Prerequisite(s):* Foundation and core courses AMDS 8008 OR SBSF 8005: and AMDS 8800, AMDS 8801, and AMDS 8335; or permission of the program director.)

AMDS 8830 - Adult Learning

(4 cr.) While it‘s true that many of the traditional styles of learning are applicable to both child and adult learners, adult learning presents many differences in regard to the design, implementation, and evaluation of content and instruction. Students in this course examine the foundational concepts essential for understanding adult learning and developing adult learning content, including understanding the adult as a client, diagnostic procedures for adult education, participative learning, and small-group theory in adult education. Students assess the various adult education models as well as the basic elements of adult education program design. Using classic literature and theory, they also have the opportunity to develop their own adult education philosophy to put into practice in the professional area. *(Prerequisite(s):* Foundation and core courses, or permission of the program director.)

AMDS 8831 - Lifelong Learning

(4 cr.) A well-established presumption is that lifelong learning improves the effectiveness of adult learners and strengthens career development. In this course, students identify strategies for these outcomes. They also examine and discuss how individuals use education to develop career options, while organizations use education to help obtain and retain the best individuals. Students assess elements of adult learning in contrast to human resource development in corporate education to identify the factors of success. They also engage in practical assignments to

discover the current role of technology in the design and function of lifelong learning. *(Prerequisite(s):* Foundation and core courses; or permission of the program director.)

AMDS 8832 - Education Design for Adult Learners

(4 cr.) What is transformational learning and which approaches are most effective? Students are provided with the opportunity to answer questions such as this through the examination of theories and concepts of the learning process, including intelligence, cognition, motivation, and facilitation of adult learners. Students evaluate the components involved in the design and development of an adult learning curriculum. Gaining hands-on experience, students apply existing principles and current concepts to design a curriculum for a specific adult-learner population. They also engage in the reflection process by assessing their project as well as their existing experience in curriculum development to identify areas for additional knowledge and skill building. Aiding their continual doctoral-level study, students prepare an annotated bibliography to help them better understand their sources and to ensure the relevance, accuracy, and quality of sources used in research. *(Prerequisite(s):* Foundation and core courses; or permission of the program director.)

AMDS 8833 - Integration of Knowledge and Learning Management With Strategic Educational Initiatives

(4 cr.) In this course, students examine the design and use of appropriate organizational learning, including the function of corporate universities, distance-learning techniques, and other advanced educational concepts. Using case studies and contemporary presentations by experts in the field, students gain tools to help plan, implement, and assess learning projects for corporations and traditional and non-traditional universities. Students also build a learning program case study based on their current experiences in learning management to gain a thorough understanding of the elements and governing dynamics of learning initiatives. They use findings from their case study to complete a final paper in the form of a proposal through which they demonstrate the breadth and depth of knowledge of learning and knowledge management principles and practices. *(Prerequisite(s):* Foundation and core courses; or permission of the program director.)

AMDS 8899 - Capstone Seminar

(6 cr.) Students in this course integrate all of their previous work on knowledge and learning management, resulting in a comprehensive dissertation proposal. Students assess various research methods and data-gathering techniques; determine best practices; explore the various Walden resources, and review APA style and Walden evaluation format. They consider their professional goals in the context of their education and develop plans for continued learning and career development in the context of their personal objectives and priorities. Students also identify future areas for research and development in their specialization. Throughout this seminar course, students engage in discussions to share progress, new perspectives, and peer feedback. *(Prerequisite(s):* Foundation, core, and specialization courses, and at least one KAM; or permission of the program director.)

AMDS 9000 - Dissertation

(20 cr.) This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for AMDS 9000, they will be registered each term until successful completion of the dissertation. *(Prerequisite(s):* Foundation course, core KAMs, RSCH 8100Z, and RSCH 8200Z.)

ANTH

ANTH 3001 - Indigenous Peoples in the Modern World♦

(5 cr.) In this course, students work toward developing a modern and inclusive understanding of indigenous peoples of the world. They explore indigenous identity; historical continuity with pre-colonial and/or pre-settler societies; indigenous identity in relation to natural resources; and indigenous languages, cultures, and beliefs. Students complete a series of weekly field note assignments in which they address topics or themes related to the exploration of their own indigenous identity. Through this course, students gain the knowledge needed to explain processes of indigenization, adaptation, and communication as phenomena of globalization. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ARTS

ARTS 1001 - Introduction to Fine Arts♦

(5 cr.) Students in this course develop a basic understanding of the music and art of various cultures and historical periods. They examine the elements that are combined into a work of art, and the commonalities that exist across the arts disciplines. Through a variety of conceptual and applied assignments, students learn to apply concepts to an overview of the evolution of artistic style in human culture and in direct experience with the creative process as artist and audience. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ARTS 2001 - Fundamentals of Photographic Arts♦

(5 cr.) Students in this course are introduced to the fundamentals of photography and visual fine arts using photography as the medium of expression. Students will be required to have simple film or digital cameras to produce their photographs. Topics include history and principles of design such as emotion, line, plane, space, color, light, value, texture, proportion, and scale.

Upon completion, the students will be able to communicate ideas and experiences through photography, edit a portfolio of photographs in color and monochrome, and participate in an online exhibition of images. *(Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BIOL

BIOL 1001 - Introduction to Biology♦

(5 cr.) The basis of study in a variety of fields requires the capacity to view the world from multiple perspectives as well as the ability to ask investigative question on the intricacies of life. Students in this course work toward gaining such skills as they survey fundamental biological principles. They engage in discussions and application-based assignments that emphasize basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, and diversity. The course also provides students with an introduction to the scientific method. Upon completion, students are able to demonstrate increased knowledge and a better understanding of biology as it applies to everyday life. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BIOL 1001E - Introduction to Biology♦

(5 cr.) The basis of study in a variety of fields builds upon the capacity to view the world from multiple perspectives as well as the ability to ask investigative questions on the intricacies of life. Students in this course work toward gaining such skills as they survey fundamental biological principles. They engage in discussions, application-based assignments, and hands-on lab work that emphasize basic biology, cell biology, metabolism, genetics, evolution, ecology, and diversity. Students also gain an introduction to the scientific method. Through this course, students have the opportunity to increase their fundamental understanding of biology as it applies to everyday life. ***Note:*** This course is delivered over a 12-week term, but is equated to BIOL 1001. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BIOL 2320 - Nutritional Science♦

(5 cr.) An understanding of the fundamental principles of nutrition can help people make important decisions regarding a healthy diet to keep the body functioning as it should. This course introduces students to the fundamentals of the nutritional sciences with an emphasis on the biochemistry of human systems. Through discussions, lab work, and other practical

assignments, students explore the body‘s digestive and metabolic processes, the components of a healthy diet, the role of nutrition in growth and health through the life cycle, and the relationships between nutrition, health, culture, and the environment. Through this course, students gain knowledge needed to apply scientific principles when interpreting nutritional information. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BIOL 3020 - Essentials of Human Anatomy and Physiology♦

(5 cr.) This course is a study of human anatomy and physiology, which is the structure and function of bodily systems. The course extends from an analysis of cellular processes and tissue structures to the 11 major systems of the human body. Students focus specifically on the regulatory functions of the body that maintain homeostasis and how disruptions in homeostasis may result in injury and/or disease. This course is designed for a general education undergraduate audience. *(Prerequisite(s):* COMM 1001, ENGL 1001).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BIOL 3020E - Essentials of Human Anatomy and Physiology♦

(5 cr.) This course is a study of human anatomy and physiology, which is the structure and function of bodily systems. The course extends from an analysis of cellular processes and tissue structures to the 11 major systems of the human body. Students focus specifically on the regulatory functions of the body that maintain homeostasis and how disruptions in homeostasis may result in injury and/or disease. This course is designed for a general education undergraduate audience. ***Note:*** This course is delivered over a 12-week term, but is equated to BIOL 3020. *(Prerequisite(s):* COMM 1001 and ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI

BUSI 1000 - Developing Student Portfolios

(1 cr.) A portfolio is a valuable tool for students to communicate and demonstrate their academic accomplishments as well as a means to advance their professional prospects. In this course, students learn about the tools for developing an electronic portfolio. They compose a high-level design and comprehensive outline through which they apply the structure and methods learned in the course. They also examine tools and techniques for managing and maintaining an electronic portfolio. *Note about required first courses:* Students should review the program description section of the *Walden University Catalog* carefully to determine which first course is required.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 1001 - Introduction to Business♦

(5 cr.) In this introductory course, students address the roles and functions of managers, specifically, principles and procedures for planning, organizing, leading, and controlling organizations. Students engage in practical assignments, focusing on the application of theory to reality. Through this course, students gain an understanding of the interrelationships among the functions, components, and disciplines that comprise the field of management. Students acquire comprehensive perspectives on management and leadership to use as a foundation for the further study of the management of business. *Prerequisite(s):* COMM 1001.) ***Note:*** Students who have the need to complete this course as a degree requirement after July 2012 should instead register for BUSI 1002.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 1002 - Introduction to Management and Leadership♦

(5 cr.) The role and functions of managers, specifically principles and procedures for planning, organizing, leading, and controlling organizations, are addressed in this introductory course. Emphasized is the practical application of theory to reality. This course is structured so that students have the opportunity to see the interrelationships among the functions, components, and disciplines that comprise the field of management and thereby gain a comprehensive perspective as a foundation for the further study of management. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 2001 - Business Law♦

(5 cr.) Responsible business leaders and decision makers must conduct transactions and operations according to clearly defined rules, laws, and processes to ensure stability and protection for their company. Students in this course examine the legal issues faced by managers, fundamental legal principles, and common issues in the field, such as workplace law, contract disputes, and intellectual property guidelines. Students engage in discussions and application assignments focused on the responsibilities of business professionals, such as understanding the fundamental legal principles in business and commerce; analyzing business contracts; adhering to legal issues in interviewing, hiring, and firing; developing, using, and defending intellectual property; and understanding the regulatory context. *(Prerequisite(s):* BUSI 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 2002 - Global Business♦

(5 cr.) This course is a survey of the global business environment in the 21st century. Students examine the basic concepts of global business activity and theory. They also engage in a variety of conceptual and application-based assignments, focusing on strategic management issues, including competitive, financial, economic and socioeconomic, cultural, political, legal, and labor factors. *Prerequisite(s):* BUSI 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 2003 - Operations♦

(5 cr.) This course provides students with an overview of the concepts, methodologies, and applications of business operations management. Students learn about operations as related to the process of transforming resources into products and services. They explore the responsibility of operations managers to make sound, cost-effective decisions that increase the productivity and competitiveness of manufacturing and service organizations. Students also learn the process of planning, implementing, and monitoring operations to ensure the continuous improvement of goods and services. *Prerequisite(s):* BUSI 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 3001 - Knowledge Management and Organizational Change♦

(5 cr.) Students learn how information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. The course extends the theory of Knowledge Management and Intellectual Capital to the development of learning organizations and evaluates the definition of learning organizations and the creation of environments that facilitate knowledge growth and distribution. *(Prerequisite(s):* BUSI 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 3002 - Ethical Leadership♦

(5 cr.) In this course, students prepare for a leadership role in the modern organization. They examine the basic principles of leadership, motivational theory, the importance of communication, and current and future trends. Students assess, discuss, and learn how to apply their own styles of leadership in the workplace and the community. They engage in a range of assignments that emphasize ethical leadership through personal and interpersonal effectiveness and organizational development. Students also learn the importance of followership and the

similarities between the roles of follower and leader at all levels of the organization. *Prerequisite(s):* BUSI 1001 or 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 3003 - Dynamics of Change♦

(5 cr.) All businesses experience change. Sometimes change is required to ensure stability; other times, the purpose of change is expansion for competitive advantage. In this course, students explore the responsibilities of managers and leaders to implement effective organizational change as well as to ensure that employees understand the function and benefits of change. Students examine change as it impacts people, processes, and products. They learn to employ tools for dealing with and managing change. They also examine methods for coping with change as an individual, a member of a group, and a member of an organization. *Prerequisite(s):* BUSI 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 3004 - Entrepreneurship for Small Business♦

(5 cr.) Students examine the processes required to undertake the creation and maintenance of a successful business enterprise, with an emphasis on small business, in this course. Students focus initially on startup basics for a new small business, followed by the details involved in the development of a business plan. Finally, the nuts and bolts of day-to-day business management are examined, with issues ranging from legal matters to employment decisions. *Prerequisite(s):* BUSI 1001 or BUSI 1002 or SOCI 4080.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 3005 - Critical Thinking♦

(5 cr.) Problem solving and decision making based on recognizing problems, gathering data, developing alternatives, and choosing solutions are critical skills for the professional manager. In this course, students apply these skills to a variety of business examples. Students become familiar with the importance of the scientific method as the basis for critical thinking and decision making. They gain practical experience identifying logical fallacies, analyzing research methodologies, and choosing appropriate problem-solving techniques. Students also reflect on content presented in the course to consider ways to become more effective critical and logical thinkers. *Prerequisite(s):* BUSI 1001, BUSI 1002, or COMM 1004.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 3006 - Advanced Business Law♦

(5 cr.) In this course, students build on concepts and skills learned in BUSI 2001 to gain a more comprehensive understanding of the laws, regulations, and principles that affect business operations. Students devote special attention to business law topics included on the Uniform CPA Exam. They analyze law of agency, debtor-creditor relationships, bankruptcy, government regulation of business, real and personal property, commercial paper, and secured transactions. Through this course, students work toward gaining the ability to identify legal issues, determine if legal action is required, and to competently discuss the issues with other professionals. *Prerequisite(s):* BUSI 2001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 3007 - Knowledge Management♦

(5 cr.) Information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. Students in this course examine these processes and apply the theories of knowledge management (KM) and intellectual capital to the development of learning organizations. Students also evaluate the definition of learning organizations and the creation of environments that facilitate knowledge growth and distribution. Using course concepts and theories, students reflect on KM and explain how they plan to employ it in personal and professional endeavors. *Prerequisite(s):* BUSI 1001 or BUSI 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 3008 - Corporate Entrepreneurship♦

(5 cr.) Students in this course examine how corporations succeed and grow by embracing a culture of innovation and entrepreneurship within the organization. Students learn current models for corporate entrepreneurship and innovation that align with the strategic objectives of the enterprise. Students also examine the design of repeatable and sustainable processes that leverage existing business practices and support entrepreneurial initiatives. *(Prerequisite(s):* BUSI 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 4001 - Strategic Business Capstone Project

(5 cr.) In this capstone course, students use knowledge gained throughout the entire program to demonstrate mastery of various course competencies. The major course project in which students engage is a simulation-based, strategic case study. Students apply and integrate a variety of

skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. Through this course, students demonstrate their understanding and competency in identifying complex problems and solutions. *Prerequisite(s):* All required core and upper-division business administration courses.) ***Note:***

BUSI 4002 - Small Business Ventures♦

(5 cr.) The focus of this course is on evaluating business concepts and business plans for small businesses so that students can develop strategies for successfully launching and operating a small business. Students examine the small business life cycle and explore resources available to small business owners. Real-world case studies expose students to the challenges of running a small business venture. Topics covered include startup business ideas, financing the small business, legal and liability issues, employment decisions, ethical and moral considerations, and expansion opportunities for small businesses.
(Prerequisite(s): BUSI 3004 or 3008.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 4003 - Marketing Strategies for Small Business♦

(5 cr.) This course addresses the unique aspects of marketing a small business. Students examine market definition, product development, and diversification strategies designed to help small business owners expand their business reach. Students learn effective ways small businesses can leverage technology such as e-commerce, social media, and other online marketing methods. *(Prerequisite(s):* BUSI 3008.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 4004 - Customer Relationship Management for Small Business♦

(5 cr.) In this course, students learn about the impact of operating decisions on customer relationships as they relate to building, maintaining, and growing a loyal customer base. Students assess approaches to customer relationship marketing and management for competitive advantage. They also evaluate strategies for excellence in customer service within a culture driven to meet and exceed customer expectations. *(Prerequisite(s):* BUSI 3008.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

BUSI 5510 - Leading People

(5 cr.) Modern leaders must understand contemporary leadership concepts, including varying leadership styles, ways to accommodate diversity, and the impact of culture on an organization. In this course, students focus on major leadership theories and the human dimension of business,

including individual and group behaviors and organizational culture. They explore some of the basic dimensions of human resource management, as those dimensions affect the organization and the employee. Students explore contemporary thinking about leadership and its importance in today‘s business world. They also develop a plan for personal and professional growth to enhance their current position or prepare for a successful career in leadership. *Prerequisite(s):* BUSI 1002. To register for this course, please contact the Academic Advising Team.)

CHEM

CHEM 1001 - Introduction to Chemistry♦

(5 cr.) In this course, students explore the fundamental concepts of chemistry and survey important chemical elements and their compounds. They engage in a range of assignments on such topics as chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, and properties of gases. Through these assignments, students a gain practical understanding of chemistry needed to describe the structure and components of basic atoms, use the periodic table to locate important chemical information, describe several types of chemical bonds, and manipulate common chemical formulas and equations. *Prerequisite(s):* MATH 1001 or MATH 1002 or MATH 1030 or MATH 1040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA

CLRA 6100 - Introduction to Clinical Research♦

(3 sem. cr.) Students in this course are provided with an overview of the clinical research enterprise from a historical and evolutionary perspective, including examples of landmark studies and controversies. Students consider the context in which researchers design and implement human clinical studies and explore a variety of topics, including the components, general principles, and issues in clinical research; types and classification of research studies; formulation of research objectives and outcomes; definition and phases of clinical trial protocols; and the roles and responsibilities of the clinical research team and study sponsors. Students become familiar with key medical terminology, including basic concepts of health, wellness, and disease. They work toward developing critical-thinking, written, verbal, and interpersonal communication skills as well as competencies needed for student success in an online environment. Students also begin work on their portfolio through assigned learning activities, including a journal of interactions and interviews with professionals in the field, an assessment of an organization‘s culture, and the identification of management challenges in clinical research.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA 6115 - Pathophysiological Basis of Clinical Research♦

(3 sem. cr.) Clinical research management or monitoring requires an understanding of the pathology under investigation as well as the corresponding physiological systems related to disease. Through this course, students gain basic knowledge of normal and pathophysiological mechanisms of disease, acquiring a foundation for clinical assessment, decision making, and management of clinical trials. Students learn methods for interpreting the rationale and procedures underlying the clinical research protocol to adequately assess the subject‘s response to therapeutic interventions. Students conduct case studies on various disorders and diseases through which they explain the disease process on structural and functional levels as well as the critical factors that relate to patients‘ conditions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA 6130 - Ethical, Legal, and Regulatory Considerations in Clinical Investigations♦

(3 sem. cr.) The nature of human clinical research and clinical investigation facilitates a host of ethical, legal, and regulatory issues related to the treatment of subjects, personal privacy, and institutional compliance, among others. Students in this course examine ethical codes of conduct, regulatory requirements, and existing laws that govern clinical research in the context of historical events that contributed to their development. They also explore recruitment and protection of human subjects; diversity and vulnerable populations in research; informed consent; privacy and confidentiality; the role of independent review committees; and the importance of reporting serious adverse events (SAEs). Students also discuss social and ethical implications of genetic technologies and research. Applying course concepts, students complete an FDA form for a clinical trial in their region, deepening their understanding of legal protocol.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA 6145 - Design and Conduct of the Clinical Protocol♦

(3 sem. cr.) An introduction to the basic elements of research design for clinical inquiry is provided in this course. Students explore the methods and goals of clinical research; formulation of the research objective and hypothesis; identification of outcome measures; issues of reliability and validity; randomization procedures; documentation requirements; and data collection, analysis, and interpretation. Sharpening critical-thinking skills, students consider the potential risks and benefits of a clinical trial case study, which they use to justify continuation or termination of the drug development process. They also examine practical aspects of clinical trial management, including the design of the case report form (CRF), clinical laboratory and multicenter trial administration, and outsourcing. Through a review of scholarly literature, students explore and describe the ethical and regulatory requirements for which professionals must account in the design of a clinical research study. Additionally, students explore health disparities and cultural diversity as factors that affect participation of subjects in clinical trials.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA 6160 - Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials♦

(3 sem. cr.) Through this course, students learn the process and procedures of managing and monitoring a clinical trial from study initiation to closeout. Students examine the basic tenets of good clinical practice (GCP), including historical considerations, compliance, and recruitment of study participants, focusing on quality assurance and data safety monitoring boards (DSMBs). Through discussions and application-based assignments, students investigate and describe the relationship between regulations and GCP; how GCP affects the practical elements of conducting clinical studies; the challenges of multi-center or large-scale trials, such as risk assessment and management; protocol management and amendments; and audits and various considerations for reporting requirements. Students in this course are provided with official guidance on GCP from the International Conference on Harmonization (ICH) as well as operational imperatives of GCP.

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CLRA 6175 - Biostatistics♦

(3 sem. cr.) Competent and valuable clinical research administrators are able to read and evaluate the statistical accuracy of research, summarize data, and distinguish common distributions; however, to engage knowledgeably in these tasks, administrators must understand the language of clinical research, which is rooted in biostatistics. In this course, students learn applications and interpretations of biostatistics, including descriptive methodologies, commonly used statistical tests, confidence intervals, statistical inference and probability, analysis of variance, and considerations in powering a study. Students learn basic concepts of data collection and analysis using statistical computer software, such as SPSS. Applying principles of survey research, students also complete a written analysis of a survey design, through which they assess the method and validity as well as consider ways the survey could be improved.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA 6190 - Information and Data Management♦

(3 sem. cr.) The importance of information systems and information technology in increasing efficiencies in the management of clinical research data is examined in this course. The application of legal and ethical principles is considered, with attention to the development of a data collection and management plan that promotes information archiving and access as well as edit and query management. Issues of confidentiality and the security of information systems are addressed. Emerging technology that facilitates the capture and analysis of clinical study results,

such as electronic data capture (EDC) and electronic case reporting forms (eCRF), is also examined.

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CLRA 6205 - Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries♦

(3 sem. cr.) In this course, students examine current trends and issues in the pharmaceutical, biotechnology, and medical device industries, focusing on how the commercial enterprise uses clinical research to bring products to market through the clinical development and regulatory process. They examine the process by which discoveries become new drugs or medical devices, the preclinical process, and the development of the clinical research plan, and they consider new drug and medical device applications, pre-market approvals, marketing authorizations, and post-marketing surveillance. Through discussions and practical assignments, students consider a variety of topics, including pharmacogenomics, pharmacoepidemiology, recent safety concerns of regulators, globalization, the politics of drug pricing and healthcare reimbursement, product life-cycle management, outsourcing of studies to developing countries, patent strategies, and accelerated approval of medications. They also analyze case studies representing several therapeutic categories from multiple perspectives, including business, medical, scientific, ethical, regulatory, and biomedical engineering.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA 6220 - Health Economics and Financial Management in Clinical Research Administration♦

(3 sem. cr.) he medical product research and development process requires individuals who can make informed financial decisions that maximize health benefits, using economic principles and discerning the best allocation of resources for profitability. Students in this course are provided with a foundation for economic evaluation and financial management, with a focus on the development, analysis, and communication of economic and financial data in the context of clinical research. Students explore health economic issues in the global marketplace, and they analyze and describe advantages and disadvantages of conducting clinical global trials, considering issues of enrollment, informed consent, application of Good Clinical Practice (GCP), patient compliance, and data security. In addition, students consider financial management aspects of clinical research, including estimating cost of clinical protocol, deciding whether to outsource, calculating direct clinical costs versus research administrative costs and institutional overhead, and developing and negotiating clinical trial budgets and payment terms with sponsors.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA 6235 - Epidemiology♦

(3 sem. cr.) Students are provided with an overview of epidemiologic methodology in the study of the distribution and etiology of disease and health-related conditions in human populations in this course. Students examine important study designs and discuss the strengths and weaknesses inherent in each. They also explore issues related to inference and causality that can be derived from studies as well as approaches to the evaluation of preventive measures. Students engage in assignments designed to provide practical application of course concepts on a variety of topics, such as calculation and interpretation of measures, acute outbreak investigations, incidence and prevalence, observational study designs, and investigation of randomized trials.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CLRA 6550 - Practicum

(3 sem. cr.) Students have the opportunity to apply and integrate the knowledge and skills acquired throughout the M.S. in Clinical Research Administration and further develop key professional competencies in the practicum. Students engage in a supervised field experience, which they align to their academic and professional goals. The field experience occurs at a clinical site where a research study is underway or with a research sponsor who is planning or facilitating a study. Supervision by an on-site preceptor involved in the planning or conduct of a clinical research study is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students‘ performance throughout the entire practicum experience. Students are required to complete 120 hours of practicum work. They must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

CLRA 6560 - Capstone

(3 sem. cr.) The capstone is an opportunity for students to demonstrate their mastery of principles, concepts, and content presented throughout the M.S. in Clinical Research Administration program. Students choose from a selection of overarching themes and topical areas reflecting the breadth of subjects covered in the program. Guided by their faculty advisor, students identify a particular area of interest and produce a substantive written paper and presentation in an area of clinical research administration. Students also engage in group discussions through which they consider their career development plan, share information on their capstone research topic and process, and exchange feedback on final capstone presentations.

CMIS

CMIS 1000 - Developing Student Portfolios for CIS

(1 cr.) A portfolio is a valuable tool for students to communicate and demonstrate their academic accomplishments as well as a means to advance their professional prospects. In this course,

students learn about the tools for developing an electronic portfolio. They compose a high-level design and comprehensive outline through which they apply the structure and methods learned in the course. They also examine tools and techniques that lend to the management and maintenance of an electronic portfolio. Through peer discussion about portfolio challenges and solutions, students work toward building their communication and problem-solving skills, which they will use throughout their program. *Note about required first courses:* Students should review the program description section of the *Walden University Catalog* carefully to determine which first course is required.

CMIS 1001 - Introduction to Information Systems♦

(5 cr.) The definition of information systems (IS) is broad and can encompass a large number of components. The most important aspect, however, is that IS are vital to the daily function of nearly all individuals and organizations. In this course, students have the opportunity to gain an appreciation of the role that information systems play in their lives as well as in different types of organizations and societies. Students obtain a broad overview of the field of information systems through the examination and discussion of technology, practical applications, and related career issues. They also use case studies that represent recent situations in actual organizations to gain real-world knowledge of how a business manages its data in conjunction with business processes to create an information system. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 1002 - Information Technology Infrastructure♦

(5 cr.) Businesses whose systems are lacking or experience failure are at risk of significant loss of time, money, and customer faith. Therefore, information technology (IT) is essential to the function and success of nearly all businesses. Through this course, students prepare for a role in the field of IT as they learn fundamental concepts of the IT infrastructure that underlie information systems. Students examine both hardware (computers, networks, interface devices) and software (operating systems, middleware, applications, system software) elements. They also explore key issues of capacity, performance, reliability, scale, and obsolescence for a thorough understanding of all aspects of IT infrastructure. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 1003 - Object-Oriented Programming I♦

(5 cr.) Modern software design and programming requires techniques that simplify the development and maintenance process. Object-oriented programming (OPP) does just this by allowing programmers to develop objects that represent complex concepts in applications. This course introduces students to fundamental aspects of computer programming in an object-oriented language. Students learn about key concepts, including real-world objects, actions, and information in terms of data and algorithms; the translation and execution of computer programs;

and the notion of an organized process of software development. They engage in hands-on practice in designing, creating, running, and testing programs and discuss related topics to share ideas and obtain different perspectives. *Prerequisite(s):* COMM 1001 and MATH 1040.)

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CMIS 2001 - Internet Computing♦

(5 cr.) The Internet stitches together many disparate devices and software components into a flexible fabric that supports an enormous variety of uses. Students in this course learn about the functions of these components through a comprehensive evaluation of internet computing. They examine the design of the Internet protocol stack, the structure and function of some of the most important Internet services and applications, and Internet governance. Students have the opportunity to gain practical experience through the application of concepts, such as performance, scale, and reliability, in the design of information systems. *Prerequisite(s):* CMIS 1002.)

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CMIS 2002 - Object-Oriented Programming II♦

(5 cr.) Students in this course elaborate their study of object-oriented programming by delving deeper into the key concepts of programming with objects, including complex data structures. Students examine and discuss hierarchy, modularity, and abstraction—concepts that they will use in subsequent courses in the program. Students supplement their hands-on programming practice by engaging in assignments designed to provide practical application of context, including the use and development of documentation in a Web-based environment. Through this course, students learn to write more elaborate code and solve real-world problems they will encounter in the field. *Prerequisite(s):* CMIS 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 3001 - Computing and Society♦

(5 cr.) There are invariable challenges in the aggressive world of information technology (IT) requiring those in the field to understand and adhere to a professional code of ethics. This course introduces students to the interaction of information systems with core social concerns, including privacy, democracy, equity, security, economic progress, and intellectual property rights. Students learn to consider the social, ethical, and legal considerations inherent in the design and use of information systems. They also examine real-world and hypothetical case studies for a practical approach to applying the professional code of ethics to the field. *(Prerequisite(s):* CMIS 2001.)

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CMIS 3002 - Database Management Systems♦

(5 cr.) All types of businesses rely on systems to manage their data and to keep that data secure, accurate, and reliable. A database is a system designed to do just this as well as to simplify the processes of data entry, search, and retrieval. Students in this course focus on the representation and manipulation of information in relational database management systems. Students learn how to map real-world concepts onto relational representations and how to manipulate them through relational queries to implement data-intensive applications. Students also learn to use a core subset of the structured query language (SQL) and how relational databases fit into a wide variety of practical information systems. *Prerequisite(s):* CMIS 1003.)

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CMIS 3003 - Requirements Analysis♦

(5 cr.) A critical step in the development of information systems, and one in which the seeds of disaster often are sown, is the analysis and definition of system requirements, both functional and non-functional. This course provides students with an introduction to systems analysis and the responsibilities of a systems analyst. Students learn about the identification of stakeholders and techniques for requirement elicitation, representation (e.g., use cases), and life cycles (e.g., iterative methods, and maintenance). Students complete a comprehensive analysis project through which they work toward gaining hands-on experience meeting the responsibilities of a systems analyst. *Prerequisite(s):* CMIS 3002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 3004 - Object-Oriented Design♦

(5 cr.) In this course, students learn the discipline of reducing requirements to the structural and functional design of information systems through the application of object-oriented principles to the design phase of the systems development life cycle (SDLC). They engage in discussions and assignments on a variety of topics, including conceptual modeling, design patterns, and application frameworks. They learn the basics of modeling, design representations, and the role of computer-aided software engineering (CASE) tools. Students have the opportunity to gain insight on contemporary methodologies employed in systems development, such as agile development, the Unified Process (UP), eXtreme Programming (XP), Model-Driven Architecture (MDA), and frameworks. *Prerequisite(s):* CMIS 3003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 3005 - Information Systems Project Management♦

(5 cr.) The process of creation, from conception through completion, is complex and requires a diverse set of management skills. This course introduces students to the knowledge, tools, and techniques needed to manage information systems projects effectively throughout a project life cycle. Students learn how information systems projects are organized and managed for efficiency and reliability. They explore topics including software process models, estimation, planning, and scheduling. Students examine case studies of successful and unsuccessful projects and gain experience with key elements of project management practice. *Prerequisite(s):* CMIS 3004.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4001 - CIS Capstone Course

(5 cr.) In the capstone course, students complete an integrative independent study that combines multiple aspects of their computer information systems program. They review the work they have collected in their portfolio and reflect on their educational experience. Students revisit the career priorities they expressed upon entry into the program and consider their professional goals in the context of their education. They develop plans for continued learning and career development, in the context of their personal goals and priorities. *Prerequisite(s):* All required core and upper-division business and computer information systems courses.)

CMIS 4101 - Information Security and Privacy♦

(5 cr.) The responsibility of an information security specialist is to supervise operations that follow industry best practices for security and data integrity. This role helps to ensure that systems are free from external threats and risks that may jeopardize or harm an organization. In this course, students examine the role of a security specialist and learn the key concepts and concerns of information security and privacy, including technical, social, and policy issues. Students examine fundamental notions of authentication, authorization, and encryption in the context of everyday information systems activities. Students analyze and discuss case studies of security and privacy breaches to understand economic and human impact. *Prerequisite(s):* CMIS 2001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4102 - Information Security Techniques I♦

(5 cr.) Today, the risk of hackers infiltrating networks and computer systems is high and all organizations are at risk of potential exploitation or data theft. In this course, students examine information security attacks and defenses at the individual computer level and explore physical and software intrusions and defenses. Students learn best practices in configuring and maintaining systems to minimize the risk of compromise. They engage in application and

discussion assignments focusing on topics such as viruses, Trojan horses, physical compromise, stolen credentials, and related protective measures. *Prerequisite(s):* CMIS 4101.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4103 - Information Security Techniques II♦

(5 cr.) Understanding a computer network as a symbiotic system connected to the Internet, including the relationships of network devices, such as gateways, switches, routers, and hubs, is important step in minimizing the risk of threats that compromise networks. In this course, students examine information security attacks and defenses in the network. They consider hardware and software vulnerabilities and denial of service attacks. Students take a hands-on approach to understanding defense techniques as they complete practical exercises focused on planning, detection, and recovery measures. They also explore and discuss the social and technical aspects of anonymity in the network as they relate to network abuse and free speech. *Prerequisite(s):* CMIS 4102.)

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CMIS 4104 - Computer Forensics♦

(5 cr.) The increase of information shared online puts users, both individuals and larger entities, such as government agencies and corporations, at major risk of invasion of privacy and more serious crimes, such as child pornography, financial fraud, and personal identify theft. In this course, students learn basic approaches to analyzing information systems for evidence of illegal or inappropriate activities. They engage in a range of assignments focusing on the legal, ethical, and policy implications of various forensic techniques and monitoring practices. Students also learn to analyze forensic issues of real-world case studies to learn to choose appropriate techniques to minimize risk and combat breeches in security. *Prerequisite(s):* CMIS 4103.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4201 - Human Factors♦

(5 cr.) Understanding how people interact with computers in various environments is crucial to the development of interfaces that address the needs of differing personality types. In this course, students learn about human-computer interaction (HCI) including various aspects of human perception and cognitive performance that inform the design of effective and usable information system interfaces. Students also examine disabilities and appropriate adaptation thereto, such as the implementation of accessibility elements in HCI. Through the exploration of current literature and case studies, students learn techniques to help them avoid some of the most common design gaffes in the development of user interfaces. *Prerequisite(s):* CMIS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4202 - HCI Evaluation Methods♦

(5 cr.) An effective and user-friendly human-computer interface (HCI) requires careful analysis, assessment, and modification. Students in this course learn empirical and heuristic methods for evaluating and improving human-computer interfaces. They also learn methods in conducting and analyzing user studies and ways to measure interfaces against models of human performance. Students engage in a group project through which they apply usability evaluation methods to a real-life scenario resulting in an actual HCI evaluation and report. This course also introduces students to the ethical and regulatory issues in human studies, providing them with the opportunity to understand all factors involved in conducting HCI evaluations. *Prerequisite(s):* CMIS 4201.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4203 - User Interface Development♦

(5 cr.) How do we design interfaces for optimal efficiency and appeal? Effective design requires an understanding of the goals, needs, and skills of the user. In this course, students consider these factors and build on their knowledge of user interface evaluation to synthesize effective and usable interfaces. Students discuss a variety of topics, such as basic principles and guidelines of design, application of design principles, prototyping, and mapping. Through practical exercises and other course assignments, students apply their requirements analysis skills to develop user interface designs and use rapid prototyping tools in the process of innovation and iteration. *Prerequisite(s):* CMIS 4202.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4204 - Computer-Mediated Communications♦

(5 cr.) Communication through outlets such as e-mail, instant messages, blogs, and text messages is an intrinsic part of our daily lives. This evolving form of interaction continues to progress; therefore, it‘s important to know how humans use media to initiate, manage, and maintain both personal and professional interaction. This course incorporates a historical perspective through which students trace the evolution of varying styles of communication, including the persistent recurrence of key concepts, such as links and threads. Students learn about the principal modes of computer-mediated communications among individuals and groups. They also learn select approaches and tools for specific applications. Students explore contemporary practices in computer-mediated communications and assess the implications of evolving applications and solutions. *Prerequisite(s):* CMIS 2001 or MEDC 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4301 - Structure of the Healthcare Industry♦

(5 cr.) What determines patients' plan of care and what role does technology play in their diagnosis and treatment? Through this course, students have the opportunity to answer questions such as these as well as to gain a broad understanding of healthcare as a complex business system. Students examine the main elements of the healthcare industry in the United States and elsewhere, analyzing the interests and information needs of healthcare professionals, provider organizations, researchers, pharmaceutical companies, public health agencies, regulators, insurers, individuals, and others. They examine classic literature and current articles in the field to gain an appreciation of the trends toward and obstacles to information exchange. Though this course, students also have the opportunity to survey the various professional careers available in healthcare and consider their goals and interests in relation to these opportunities. *Prerequisite(s):* BUSI 1001 or BUSI 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4302 - Patient Records Practice and Policy♦

(5 cr.) As in most industries, healthcare relies heavily on information technology to provide the infrastructure for healthcare delivery in the global marketplace. Through this course, students have the opportunity to gain the necessary skills to understand the complexities of healthcare information systems components. Students examine the trends in the development of standardized patient records for a variety of health-related applications. They use requisite skills in requirements analysis and design to address the challenges in the field and engage in coursework on topics including privacy, confidentiality, and standardization. Students assess and discuss a variety of topics, such as medical devices, guidelines, and standards as well as the differences among electronic health records, electronic medical records, and personal health records. *Prerequisite(s):* CMIS 4301 and CMIS 4101 OR HLTH 1005 [for B.S. in Health Studies or B.S. in Public Health students]).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4303 - Healthcare Information Systems Applications♦

(5 cr.) The cost of delivering healthcare in the United States continues to grow exponentially; therefore, the industry is in need of ways to optimize the financial components associated with delivery while focusing on better quality of care. Through this course, students learn about healthcare information systems applications designed to add value to the delivery of healthcare from a financial and clinical outcomes-based perspective. Students examine some of the most important classes of healthcare information systems, ranging from patient care management to

epidemiology to billing to research data analysis. Case studies provide students with a practical opportunity to exercise their information systems design and analysis skills as well as to consider social and ethical issues related to the field. *Prerequisite(s):* CMIS 4302.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4401 - Educational Uses of Computing♦

(5 cr.) This course examines the use of computer technologies in educational settings from childhood to adulthood, including both formal and informal modalities. Students analyze case studies of approaches including media, simulations, games, group interactions, design activities and more. They consider ancillary applications such as recordkeeping and research. They study debates on the appropriate uses of technology in education, and formulate their own positions on individual and social impacts. *(Prerequisite(s):* CMIS 2001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4402 - E-Learning Concepts and Systems♦

(5 cr.) Technology and network connectivity has forever changed the way universities conduct education and students achieve learning; it is no longer confined to the traditional classroom setting within structured timeframes. Through the electronic learning (e-learning) environment, students now have the opportunity to study at their own pace, with more flexibility of time and location, such as in the evening after work, or in café away from home. In this course, students examine key structural and functional elements of e-learning systems and explore how technology lends to the development of e-learning applications. Drawing upon both their experience as e-learners and their information systems expertise, students engage in group or individual projects focused on specific aspects of the learner experience, management functionality, and other properties of e-learning systems. *Prerequisite(s):* CMIS 2001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4501 - Computer-Supported Collaborative Work♦

(5 cr.) With the advancement of technology, most organizations, including educational institutions, now rely on multiple-user applications to maximize workflow efficiency, enhance learning, and allow for collaboration of diverse skills and experiences. In this course, students examine existing systems and proposals for information support for collaboration in formal and informal settings, along with their organizational and cultural contexts. Drawing upon students‘ own experience in online collaboration and requisite knowledge of information systems analysis and design, they analyze and discuss case studies to better understand new collaboration capabilities and ways to improve computer-based collaborative work continually. *Prerequisite(s):* CMIS 4204.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4502 - Web 2.0 Systems and Applications♦

(5 cr.) This course examines the phenomenon of ―Web 2.0," a cluster of technologies and applications centered around collaboration among users and their collective ability to add content and value to a community. Topics include social networks, special interest communities, volunteer collaborative efforts, and innovative incentive systems. Students analyze the technical and commercial properties of different approaches. *(Prerequisite(s):* CMIS 4204.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4502 - Web 2.0 Systems and Applications♦

(5 cr.) The phenomenon known as ―Web 2.0," is a cluster of technologies and applications centered around collaboration among users and their collective ability to add content and value to a community. In this course, students examine these technologies and applications to understand society's social patterns, business dealings, and even the educational and political landscape. They engage in contextual application assignments to analyze the technical and commercial properties of different approaches to systems and applications. They also have the opportunity to enhance communication skills through discussions on topics including social networks, special interest communities, volunteer collaborative efforts, and innovative incentive systems. *Prerequisite(s):* CMIS 4204.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4601 - Information Systems Service Management♦

(5 cr.) This course examines the conception of information systems as collections of services, aggregated in a supply chain that stretches across organizations and continents. Students investigate the concept of Service Oriented Architecture and the various disciplines of open interfaces, open source software, service level agreements, and client-vendor relationships that allow complex assemblies of services to work. Students analyze the business and organizational strengths and weaknesses of different approaches. *(Prerequisite(s):* ISYS 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CMIS 4601 - Information Systems Service Management♦

(5 cr.) Businesses often do not have the knowledge or resources to execute a project on their own. As a result, they rely on external resources, often times using offshore vendors who have

the skills and tools required to complete the job. While this process allows business-lucrative opportunities, it also requires someone to manage the relationship between the organization and outside vendor. In this course, students examine the conception of information systems (IS) as collections of services aggregated in a supply chain that stretches across organizations and continents. Students investigate the concept of service-oriented architecture and the various disciplines of open interfaces, open source software, service-level agreements, and client-vendor relationships that allow complex assemblies of services to work. They analyze and discuss the business and organizational strengths and weaknesses of different approaches for a real-world, practical understanding of IS service management. *Prerequisite(s):* ISYS 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COMM

COMM 1001 - Contemporary Communications

(5 cr.) Effective communicators know how to choose the type of communication that best suits their intended audience. This course introduces students to the fundamentals of effective communication in contemporary society. Students‘ primary focus is communication using electronic means, such as cell phones, e-mail, instant messaging, and Internet technologies. They explore a wide range of communication methods and technologies as well as their impact on the individual and society. Through this course, students gain the knowledge and skill to use appropriate contemporary communication strategies for various settings and audiences. They also gain the ability to apply writing and critical-thinking skills to their personal, academic, and work lives. ***Note:*** Students must take this course in the first quarter.

COMM 1002 - Group Presentation and Discussion♦

(5 cr.) In this course, students develop and enhance their ability to communicate and organize ideas, thus gaining confidence for communication on all levels, from public speaking to one-on-one discussions. Students explore concepts of informative and persuasive speaking, critical listening and research, and technology applications. They engage in course assignments that stress practical experience, rhetorical theory, and individual and group techniques. Through this coursework, students have the opportunity to demonstrate improvement in their communication skills. They also learn how to plan, create, and deliver electronic presentations individually and in groups. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COMM 1003 - Introduction to Mass Communication♦

(5 cr.) Students in this course are introduced to basic concepts of communication to mass audiences. Students‘ primary focus is the application of communication principles and theories needed to achieve intended outcomes in crisis scenarios, public relations, public and community

affairs, and when influencing thinking or opinions. Students explore mass communication theory, historical context, concepts, and applications. Through this course, students work toward gaining applied skills and sensitivity to the social impact of mass communication. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COMM 1004 - Interpersonal Communication♦

(5 cr.) Effective interpersonal communication is a necessary tool for productivity and quality of life. Students in this course examine practical concepts and skills for enhancing communication with others. They analyze and discuss theories and models of interpersonal communication, listening, verbal communication, nonverbal communication, communication styles, affective and cognitive communication, giving and receiving feedback, and communicating interpersonally in a variety of modalities. Using insights gained from their weekly analyses, students engage in a final project through which they improve the status and satisfaction of their real-world work relationships. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COMM 1005 - Developing Student Portfolios for Communication

(1 cr.) In this course, students are provided with a framework for developing a student portfolio. Students learn the value of creating a portfolio and how it is used to communicate and demonstrate their academic accomplishments. They also explore tools and techniques that help them to develop, manage, and maintain their portfolios. Students demonstrate their ability to apply the structure and methods presented in this course by composing a high-level design and comprehensive outline for a student portfolio. ***Note about required first courses***: Students should review the program description section of the *Walden University Catalog* carefully to determine which first course is required.

COMM 2001 - Dynamics of Group Communication♦

(5 cr.) Now more than ever, organizations are looking for individuals who can work effectively in a group. Students delve into the concepts and strategies of effective group functioning while applying these concepts to a group experience. In addition, students examine research on groups and teams including the following topics: stages of team development, handling conflict effectively, communicating effectively through various modes, valuing diversity, the impacts of groupthink, and encouraging creativity. *(Prerequisite(s):* COMM 1001.)

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COMM 2002 - Fundamentals of Public Speaking♦

(5 cr.) Whether you participate in training, a business meeting, or community event, being a skilled public speaker differentiates an uninteresting experience from an engaging one. Students in this course work to develop and enhance their ability and confidence in presentation skills, empathic listening, and critical thinking. Topics include developing content and organizing ideas using proven techniques for the oral delivery of informative and persuasive speeches. Additional topics include audience analysis, critical listening and thinking, and the use of technology in presentations. This course gives students an opportunity to improve their public communication skills, as well as plan, create, and deliver presentations. *(Prerequisite(s):* COMM 1001.) ***Note: Note:*** This course is delivered over a 6-week term, but is equated to COMM 2002E, which is delivered in a 12-week term.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COMM 2002E - Fundamentals of Public Speaking♦

(5 cr.) Whether you participate in training, a business meeting, or community event, being a skilled public speaker differentiates an uninteresting experience from an engaging one. Students in this course work to develop and enhance their ability and confidence in presentation skills, empathic listening, and critical thinking. Topics include developing content and organizing ideas using proven techniques for the oral delivery of informative and persuasive speeches. Additional topics include audience analysis, critical listening and thinking, and the use of technology in presentations. This course gives students an opportunity to improve their public communication skills, as well as plan, create, and deliver presentations. *(Prerequisite(s):* COMM 1001.) ***Note:*** This course is delivered over a 12-week term, but is equated to COMM 2002, which is delivered in a 6-week term.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COMM 2003 - Writing for the Digital Age♦

(5 cr.) It has been said that ―good writing is good writing no matter the medium," but is that really true? In this course, students examine the fundamentals of writing such as purpose, context, voice, and structure, as well as how the implementation of those fundamentals varies for print, Internet, advertising, and broadcast mediums. Students explore the best ways to use productivity software such as documents, presentations, spreadsheets, charts, and graphs to create a compelling argument. In addition, students will study and then apply the knowledge of digital communication to interpret tone and purpose. No matter the industry or career focus, writing for the digital age is an increasingly important topic of study. *(Prerequisite(s):* COMM 1001.)

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COMM 2003E - Writing for the Digital Age

(5 cr.) It has been said that ―good writing is good writing no matter the medium," but is that really true? In this course, students examine the fundamentals of writing such as purpose, context, voice, and structure, as well as how the implementation of those fundamentals varies for print, Internet, advertising, and broadcast mediums. Students explore the best ways to use productivity software such as documents, presentations, spreadsheets, charts, and graphs to create a compelling argument. In addition, students will study and then apply the knowledge of digital communication to interpret tone and purpose. No matter the industry or career focus, writing for the digital age is an increasingly important topic of study. *(Prerequisite(s):* COMM 1001.)

COMM 3001 - Applied Interpersonal Communication♦

(5 cr.) In this course, students have the opportunity to examine the cognitive and affective aspects of communication, thus increasing self-awareness. They explore acceptance, perception, emotional intelligence, self-presentation, learning styles, models of human information processing, and aspects of the psychology of language. Through a comprehensive self-assessment, students gain insight into their ability to communicate, manage conflict, influence others, and work effectively with those who have different values and beliefs. *Prerequisite(s):* COMM 1004.)

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COMM 3001E - Applied Interpersonal Communication♦

(5 cr.) In this course, students have the opportunity to examine the cognitive and affective aspects of communication, thus increasing self-awareness. They explore acceptance, perception, emotional intelligence, self-presentation, learning styles, models of human information processing, and aspects of the psychology of language. Through a comprehensive self-assessment, students gain insight into their ability to communicate, manage conflict, influence others, and work effectively with those who have different values and beliefs. *(Prerequisite(s):* COMM 1004.)

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COMM 3002 - Negotiation and Persuasion

(5 cr.) Students in this course are introduced to communication theory and research on persuasion and negotiation. Through the application of theory, this course seeks to help students become more informed, critical senders and receivers of persuasive messages in their professional and everyday lives. Students explore the skills needed to plan, design, and deliver persuasive oral and written messages, while learning to identify and resist undesirable propaganda efforts.

COMM 4001 - Intercultural Communication♦

(5 cr.) This course is designed to promote the ability to communicate effectively in a diverse, global environment. Topics include the relationship of culture and personal identity to communication strategies. Upon completion, students should be able to distinguish the modes and styles of communication unique to their personal culture from the cultures of others, explain the theories of cultural differences, anticipate and overcome challenges in cross-cultural situations, and apply effective cross-cultural communication skills to academic, personal, and professional settings. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COMM 4101 - Organizational Communication♦

(5 cr.) Students in this course work toward gaining skills to communicate effectively in a diverse, global environment. They examine the relationship of culture and personal identity to communication strategies. They also learn to distinguish the modes and styles of communication unique to their personal culture from the cultures of others; explain the theories of cultural differences; anticipate and overcome challenges in cross-cultural situations; and apply effective cross-cultural communication skills to academic, personal, and professional settings. Students engage in a final project through which they gain hands-on experience working with someone from another culture, acquiring practical skills to use in the 21-century global society.

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COMM 4901 - Communication Capstone

(5 cr.) The course concludes students‘ study in communications as they integrate theory and practice developed throughout the program. Students create a comprehensive communications plan through which they apply concepts and tools appropriate to the needs of a chosen setting based on a thorough assessment of strategic direction, audience or market, advantages, weaknesses, obstacles, and opportunities.

Note: Students complete this course after they meet all other requirements in the program.

COUN

COUN 6000 - Foundations for Graduate Study in Mental Health Counseling

(6 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to practice in psychology and counseling.

COUN 6100 - Introduction to Mental Health Counseling♦

(5 cr.) Students are introduced to the mental health counseling profession in this course. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues are explored. The course, which focuses on the student as a future mental health counselor, provides an overview of the mental health counseling program, the profession, and professional competencies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6101 - Foundations for Graduate Study in Counseling♦

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6101A - Foundations for Graduate Study in Counseling♦

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. They are provided with a foundation for academic and professional success as scholar-practitioner and social change agents. Topics include the relation of mission and vision to professional goals; development of the program of study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. The focus of course assignments is on the practical application of writing and critical-thinking skills and the promotion of professional and academic excellence as they relate to practice in psychology and counseling.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6102 - Introduction to Career Counseling♦

(5 cr.) In today‘s unstable economy and fluctuating job market, individuals must contend with a gambit of challenges, including forced early retirement, working past retirement, changing jobs, and seeking further education to start new careers. For these reasons, counselors are often needed to help such individuals work through these issues. Through this course, students are introduced

to the career counseling profession, including the history, philosophy, and theoretical foundations. They also explore the scope of practice, credentialing, and other professional issues. Through written assignments and other application-focused activities, students assess theories and issues specific to the career counseling role and consider their future in a professional context.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6103A - Introduction to Addiction

(5 cr.) Students in this course are introduced to aspects of professional functioning as an addiction counselor, including but not limited to: role setting of addiction counselors; history, philosophy, and trends in addictions counseling; professional standards for addictions counselors; effects of crises and trauma-causing events on persons with addictions, self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues. The student explores the future as an addiction counselor and an overview of the addiction counseling profession.

COUN 6145 - Crisis Management♦

(5 cr.) Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature, applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6145A - Crisis Management

(5 cr.) In this course, counselor educators learn the fundamentals of crisis management and crisis leadership. In addition, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Students develop a crisis management plan for their own community.

COUN 6201 - Introduction to Marriage, Couple, and Family Counseling

(5 cr.) Counselors seeking to work with couples and families must understand the changing landscape of family dynamics and the diverse perspectives through which they must practice. Students in this course are introduced to the specialty area of marriage, couple, and family counseling and provided an orientation to professional organizations, preparation standards, credentials relevant to the specialty area, and legal and ethical issues. Students explore the history, philosophy, and trends in marriage, couple, and family counseling and examine a variety of theoretical perspectives, techniques, and related concepts, such as systems, family development, wellness, and family life cycle. Through topical literature, case studies, and shared experiences, students assess societal trends and treatment issues related to working with multicultural and diverse family systems. They also consider future trends and potential challenges in the field.

COUN 6201A - Introduction to Marriage, Couple, and Family Counseling

(5 cr.) Students are introduced to the specialty area of marriage, couple, and family counseling in this course. They are provided an orientation to professional organizations, preparation standards, and credentials relevant to the specialty area. Through this course, students will be exposed to the history, philosophy, and trends in marriage, couple, and family counseling. A variety of theoretical perspectives, techniques, and related concepts (e.g., systems, family development, wellness, and family life cycle) are reviewed. Societal trends and treatment issues related to working with multicultural and diverse family systems are explored. Legal and ethical issues related to working in this specialty area are addressed.

COUN 6202A - Theories, Treatment, and Case Management of Addiction

(5 cr.) Students in this course explore treatment intervention and case management strategies for addiction counseling, using various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. They learn treatment principles and philosophies of addiction-related programs, and they increase self-awareness as addiction counselors by assessing their own limitations; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

COUN 6203A - Psychopharmacology and Biopsychosocial Considerations

(5 cr.) The potential for addictive disorders to present like a variety of medical and psychological disorders is common. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.

COUN 6204A - Assessment in Counseling and Addiction

(5 cr.) Based on professional standards for testing, this course provides students with an overview of the different types of diagnostic and assessment tools used in addictions counseling. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They learn various models and approaches to clinical evaluations for addictive disorders and examine the appropriate use of assessments for addictions. Moreover, students learn how to assess for a biopsychosocial and spiritual history, and they address ethical, legal, and sociocultural issues, including cultural bias and fairness.

COUN 6205 - History and Systems of Psychology♦

(5 cr.) This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6215 - Lifespan Development♦

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6215A - Lifespan Development

(5 cr.) This course provides students with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course.

COUN 6220 - Psychology of Personality♦

(5 cr.) Professionals study personality in a variety of contexts to better understand the factors that compose an individual‘s psychological framework, including feelings, thoughts, and motivations. Students in this course are introduced to the major theories of personality and personality assessment approaches. Students examine research that supports multiple theories as well as basic concepts and principles of the various schools of thought. They also explore and discuss related topics, such as various aspects of psychology, including psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential, in addition to individual, cultural, and gender differences in personality. Students consider themes of diversity throughout the course.

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COUN 6225 - Biopsychology

(5 cr.) This course reviews the structure and functions of the central and peripheral nervous systems and explores the impact of neurobiology, endocrinology, and physiology on human behavior. Major topics include brain functioning, including exploration of neural conduction, effects of neurotransmitters, sensory systems, and mechanisms of attention, memory, perception, and language. Issues related to neuroplasticity, lateralization, and regeneration are addressed.

COUN 6235 - Cognitive Psychology♦

(5 cr.) The course has a basis in cognitive neuroscience and begins by providing students with an overview of the history of the field and approaches used to study the mind. Students continue with an examination of the fundamentals of cognition. They examine various domains of cognitive psychology, including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem solving, expertise and creativity, and judgment and decision making); and emotions. Additionally, students explore individual and cultural differences across domains. Students apply theories and concepts to analyze and report on the impact of cognitive psychological research on a contemporary issue of interest.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6250 - Group Process and Dynamics♦

(5 cr.) Students are prepared in this course to work with groups in various settings. They examine group theory, process, and dynamics. Using relevant literature, multimedia resources, and a scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders‘ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change. Students also participate in a group experience in their community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6250A - Group Process and Dynamics

(5 cr.) Students in this course prepare to work with groups in various settings. They examine group theory, process, and dynamics. Using relevant literature, multimedia resources, and a scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders‘ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change. Students also participate in a group experience in their community.

COUN 6305 - Statistics 1♦

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6306 - Ethics and Legal Issues in Counseling♦

(5 cr.) Students in this course are provided with an introduction to the field of professional counseling and the foundations of counseling. Students explore the history, philosophy, cultural dynamics, and trends in professional counseling. They examine consultation as well as client and counselor advocacy, focusing on the counselor‘s role as social change agent. Students also examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Through a final reflective project designed to influence their future ethical framework, students define their ethical perspectives, including influences, values, and goals.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6306A - Ethics and Legal Issues in Counseling

(5 cr.) In this course, students are provided with an introduction to the field of professional counseling and the foundations of mental health counseling. They address the following topics: history, philosophy, client and counselor advocacy with an emphasis on the counselor‘s role as social change agent, cultural dynamics, consultation, and trends in professional and mental health counseling. The counseling profession‘s ethical standards are also addressed with an emphasis on the American Counseling Association code of ethics and counselor ethical decision-making processes.

COUN 6310 - Research Design♦

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects‘ protection. *(Prerequisite(s):* COUN 6305.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6314 - Program Evaluation♦

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions. *(Prerequisite(s):* COUN 6305 and COUN 6310.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6315 - Tests and Measurement♦

(5 cr.) Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. *(Prerequisite(s):* COUN 6305.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6316 - Techniques in Counseling♦

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor‘s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. ***Note:*** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6316A - Techniques in Counseling

(5 cr.) The focus of this course is on principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. ***Note:*** In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

COUN 6326 - Research and Program Evaluation♦

(5 cr.) Students in this course are introduced to evaluation research and provided with a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each design would be most appropriate. They consider the importance of scholarly writing and learn how to identify a topic for research and how to conduct a literature

search. Students explore the history and theory underlying program evaluation, approaches to evaluation, and techniques used to perform the evaluation and demonstrate program effectiveness. Additionally, students explore the procedures involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students gain hands-on experience developing a research proposal in which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and communicating the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects‘ protection.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6326A - Research and Program Evaluation

(5 cr.) Students in this course are introduced to evaluation research and are provided with a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They can learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Other topics include the history and theory underlying program evaluation, approaches to evaluation, procedures and techniques for entering a group for which one would provide evaluation services and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. Students can learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects‘ protection.

COUN 6331 - Interviewing and Observational Strategies♦

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor‘s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. ***Note:*** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6333 - Vicarious Trauma and Compassion Fatigue♦

(5 cr.) This course is designed to provide students with an understanding and awareness of vicarious trauma and compassion fatigue for first responders. Students examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educator, supervisor, and clinician. Assignments include conducting a needs assessment and examining the use of standardized instruments. Students propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response helping professionals. This course places an emphasis on the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a first responder and develop an organizational wellness plan for his or her setting.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6333A - Vicarious Trauma and Compassion Fatigue

(5 cr.) This course is designed to provide students with an understanding and awareness of vicarious trauma and compassion fatigue for first responders. Students examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educator, supervisor, and clinician. Assignments include conducting a needs assessment and examining the use of standardized instruments. Students propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response helping professionals. This course places an emphasis on the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a first responder and develop an organizational wellness plan for his or her setting.

COUN 6336 - Crisis, Trauma, and Disaster Response♦

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6336A - Crisis, Trauma, and Disaster Response

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore topics including crisis assessment, counselor competencies, vicarious trauma and countertransference, specific related diagnoses, and advocacy. Students consider cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

COUN 6341 - Psychological Assessment: Cognitive

(5 cr.) Students in this course are introduced to basic skills related to cognitive and academic achievement testing. Students examine the theoretical basis, skill sets, and examples of psychological assessment. They learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. Students also engage in practical assignments, focusing on applied aspects of psychological testing. *(Prerequisite(s):* Matriculation into the Counseling Psychology or Clinical Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of *B* or better in COUN 6315 or in another graduate course in tests and measurements.)

COUN 6345 - Career, Consultation, and Assessment♦

(5 cr.) Through this course, students gain a comprehensive overview of the history, theory, process, and methods in the field of career counseling consultation and assessment as well as the qualifications required of the career counselor to consult in a variety of settings. Students learn the techniques that career counselors may employ within different models of consultation, and they explore the different types of assessments used in clinical, educational, and organizational settings. They also engage in an in-depth examination of the principles of assessment used to evaluate and employ assessment instruments. Students gain practical insight into the field as they explore and discuss the ethical, legal, and sociocultural issues in consultation and assessment.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6346 - Child and Adolescent Counseling♦

(5 cr.) In this course, students examine empirically supported theories and techniques for working with children and adolescents in the counseling process. Students work toward enhancing their theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. They engage in coursework and readings focused on a family-systems view of intervention, and they devote special attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students assess a distinct group of empirically supported interventions aimed at improving

individual and family functioning. They also explore the legal and ethical issues related to counseling children and adolescents.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6346A - Child and Adolescent Counseling

(5 cr.) In this course, students are provided with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students‘ theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family-systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

COUN 6351 - Psychological Assessment: Personality♦

(5 cr.) This course introduces students to basic skills related to assessment of personality and social-emotional functioning. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of personality and social-emotional functioning; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. *(Prerequisite(s):* Matriculation into the Counseling Psychology or Clinical Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in COUN 6315 or in another graduate course in tests and measurements.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6355 - Academic and Career Counseling♦

(5 cr.) Academic and career counselors are concerned with student life on all levels to support the personal and educational development of each student. This course examines educational, developmental, and counseling theories related to academic and career counseling. This course will focus on academic and career development from elementary school through college. The course will explore intellectual and emotional intelligence, multicultural issues, attitudes, values, and psycho-social needs of the life-long learner. Students will gain skills required to assist a highly diversified student body in academic planning, career exploration, decision making, and personal growth.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6356 - Theories and Techniques in Marriage, Couple, and Family Counseling♦

(5 cr.) In this course, students are provided with the opportunity to gain an advanced understanding of theories and techniques for working with couples, marriages, and families as well as to acquire skills for theory integration and theory-based treatment. Through video demonstrations and other topical materials, students witness and examine empirically supported treatments and techniques in prevention, intervention, development, and promoting the well-being of marriages, couples, and families. They explore systemic implications for conceptualization, assessment, treatment planning, and interventions. Students also learn how to assess procedures for critically evaluating relevant research and how to apply these findings to their counseling practices. Additionally, they explore methods of adapting models to meet the needs of a diverse society and the legal and ethical issues related to working in this specialty area.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6356A - Theories and Techniques in Marriage, Couple, and Family Counseling

(5 cr.) Students in this course are provided with an advanced understanding of theories and techniques for working with couples, marriages, and families. The focus of this course is on empirically supported treatments and techniques for addressing prevention, intervention, development, and wellness of marriages, couples, and families. Systemic implications for conceptualization, assessment, treatment planning, and interventions will be addressed. Students will be exposed to procedures for critically evaluating relevant research and to methods for applying findings to their counseling with these groups. Methods of adapting models to meet the needs of a diverse society, as well as legal and ethical issues related to working in this specialty area, will be explored.

COUN 6360 - Assessment in Counseling and Education♦

(5 cr.) Assessments are important tools that counselors use to gain information about clients and to aid practice. Therefore, counselors must know what assessment tools are available; have the ability to read, interpret, and analyze results of tests; and keep abreast of changing trends in working with assessments as well as new assessment tools and changes in technology. Students in this course are provided with an overview of assessments used in counseling and education as well as the responsibilities of counselors using assessments. Students learn about the different types of tests used in clinical, educational, and organizational settings, and they examine the psychometric properties used to develop and evaluate these instruments. They also explore normative sampling and standardization, reliability and validity, test score interpretation, and test development. Additionally, students assess and discuss ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6360A - Assessment in Counseling and Education

(5 cr.) Students in this course are provided with an overview of individual and group approaches to assessment and evaluation used in a variety of counseling, educational, and organizational settings. Students examine the psychometric properties used to develop and evaluate these instruments. Topics include a historical perspective of assessment, basic concepts of standardized and nonstandardized testing, measures of central tendency, normative sampling and standardization, reliability and validity, assessment report writing, test score interpretation, and test construction. Students also address the ethical, legal, and multicultural issues related to selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

COUN 6361 - Human Sexuality♦

(5 cr.) Students are provided with a framework for understanding human sexuality in the context of couple, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are addressed.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6390 - Thesis

(12 cr. minimum—6 cr. per term for 2 terms) Students in this course are provided with the tools to integrate their program of study logically and comprehensively into an in-depth exploration of a topic of research interest. Students may choose either a critical literature review with a proposed research design or an empirical study. They engage in an online course that requires weekly participation in readings, discussions, and other assignments designed to help them complete each component of the thesis. Students complete their final thesis independently under the mentorship of a thesis chair. *(Prerequisite(s):* COUN 6305, COUN 6310, COUN 6315, and an additional three courses.) ***Note:*** Students are registered for COUN 6390 until successful completion of the thesis.

COUN 6510 - Individual Crisis, Trauma and Recovery♦

(5 cr.) With an emphasis on post-traumatic stress disorder (PTSD), dissociative identity disorder (DID), and vicarious trauma, this course is designed to address the mental health needs of individuals who are traumatized by violence, neglect, natural disasters, emotional abuse, and man-made disasters. Students will gain both practical and empirical information about how

trauma impacts the whole person, how to make assessments on trauma victims, and how to treat trauma-related disorders. In addition, the course focuses on providing support for first-line responders, such as mental health providers, military personnel, medical personnel, police and fire personnel, victim advocates, and family members who care for traumatized people.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6511 - Treatment of Forensic Populations♦

(5 cr.) In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6511A - Treatment of Forensic Populations

(5 cr.) In this course students are provided with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations, such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel, will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well s recent developments in intervention, such as restorative justice, will be addressed.

COUN 6512 - Juvenile Justice, Delinquency, and Development♦

(5 cr.) In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. As such, the course provides students with an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6512A - Juvenile Justice, Delinquency, and Development

(5 cr.) The focus of this course is on the various aspects of the juvenile justice system and the population that it serves. As such, a thorough understanding of normal juvenile development is provided as a backdrop in which to better apply current juvenile justice codes and case law. The changing landscape of the juvenile justice field based on current research with its population will be covered.

COUN 6520 - Psychology of Work♦

(5 cr.) The meaning of work is vast and comprises a wide array of images, ideas, values, and definitions, depending on age, gender, culture, and other factors. In this course, students examine the critical role of work and vocation from multicultural and global perspectives as well as from a developmental perspective spanning childhood through late adulthood. Students explore and integrate into coursework major theories of vocational psychology. They also examine the meaning of work for individuals, groups, families, and societies as well as the interrelationship of work with family and other lifestyle roles, economic factors, and conditions. Additionally, students examine issues impacting work performance, such as crisis, substance abuse, and mental health challenges.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6671 - Counseling Practicum

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised Practicum experience at an approved site with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and Instructor in the Practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and Instructor. There is an off-line requirement of a group supervision teleconference once a week with the Practicum Instructor. *(Prerequisite(s):* Approval of the field experience coordinator.)

COUN 6671A - Counseling Practicum

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised practicum experience at an approved site with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and instructor in the practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and instructor. There is an off-line requirement of a triadic supervision teleconference once a week with the practicum instructor or another university supervisor. *(Prerequisite(s):* Approval of the field experience coordinator.)

COUN 6672 - Counseling Practicum

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised Practicum experience at an approved site with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and Instructor in the Practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and Instructor. There is an off-line requirement of a group supervision teleconference once a week with the Practicum Instructor. *(Prerequisite(s):* Approval of the field experience coordinator.)

COUN 6682a - Internship I

(3 cr.) Students in this course focus on expanding their experiential learning and deepening their clinical skill set in a counseling setting. Students complete a supervised internship experience at an approved site for a minimum of 600 hours, allowing them to further develop their counseling skills and professional knowledge while under supervision. Students will also participate in a course-based component that will allow for additional feedback and engagement with their instructor and peers. There is an off-line requirement of a group supervision teleconference once a week with the Internship Instructor. *Prerequisite(s):* Approval of field experience coordinator.)

COUN 6682b - Internship II

(3 cr.) This course is a continuation of COUN 6682a Internship I. During this second term of internship, students focus on refining clinical and professional skills while working to complete their 600 hours of clinical instruction. Under clinical supervision, students continue to perform a variety of counseling activities, including but not limited to counseling individuals and groups, keeping records, writing reports, and administering referrals. Students also complete weekly assignments and attend weekly group supervision teleconferences to further refine their clinical and professional skills.
(Prerequisite(s): COUN 6682a.)

COUN 6700 - Psychology and Social Change♦

(5 cr.) In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6705 - Professional Identity and Ethics in Counseling♦

(5 cr.) Students in this course are provided with an introduction to the field of professional counseling and the foundations of mental health counseling. Students explore and discuss a variety of topics, including history, philosophy, cultural dynamics, consultation, trends in professional and mental health counseling, and client and counselor advocacy with a focus on the counselor‘s role as social change agent. Students also address the counseling profession‘s ethical standards, devoting special attention to the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Sharpening scholarly-writing and critical-thinking skills, students synthesize knowledge and apply course concepts through biographical and professional identity essays.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6720 - Diagnosis and Assessment♦

(5 cr.) Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Though coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6720A - Diagnosis and Assessment

(5 cr.) This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Specifically, this is an applied course where students explore the application of diagnostic criteria in various mental health work settings such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered, using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed.

COUN 6721 - Advanced Psychopathology♦

(5 cr.) In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization. *(Prerequisite(s):* COUN 6220.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6722 - Counseling and Psychotherapy Theories♦

(5 cr.) There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

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COUN 6722A - Counseling and Psychotherapy Theories

(5 cr.) This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored.

COUN 6723 - Multicultural Counseling♦

(5 cr.) Students can increase their sensitivity, awareness and knowledge of, and skills related to multicultural counseling and working effectively with diverse clients in this course. Students explore how their own cultural development, biases, values, and strengths impact the development of their counseling approach. Embracing diversity and various client identity issues and their impact on the counseling relationship are foundational to the course. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is also addressed. Topics include age, race, gender, sexual orientation, religious preference, physical disability, social class, ethnicity and culture, culturally sensitive diagnosis and assessment, and family patterns. *(Prerequisite(s):* Counseling Residency I.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6723A - Multicultural Counseling

(5 cr.) This course is designed to increase students‘ awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability.

COUN 6724 - Child Psychotherapy♦

(5 cr.) What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization, intake interviews, psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of development, cross-cultural aspects of play and their meanings as well as issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6726 - Couples and Family Counseling♦

(5 cr.) An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

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COUN 6727 - Religion and Spirituality in Counseling and Therapy♦

(5 cr.) Religious and spiritual movements as well as the interactions and divergences between religion and spirituality are topics that can emerge in counseling or therapy. Professionals must

be prepared to discuss these issues and incorporate them into therapy with their clients. In this course, students explore and discuss religious and spiritual values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, methods to handle religious/spiritual materials and themes presented by clients, and cultural considerations that may intersect with religion and spirituality related to race, ethnicity, and nationality. Other topics that students consider include sex and gender roles, sexual orientation, and treatment techniques. Employing critical-thinking and scholarly-writing skills, students apply concepts to weekly journal assignments and synthesize knowledge into a final paper. Students also reflect on course material to identify their own attitudes toward religion, and they consider how they can address issues of religion and spirituality in a professional context.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6728 - Substance Abuse Counseling♦

(5 cr.) The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

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COUN 6728A - Substance Abuse Counseling

(5 cr.) Students in this course examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

COUN 6740 - Disaster, Crisis, and Trauma♦

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a

disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6742 - Conflict, Conflict Resolution, and Peace♦

(5 cr.) Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6743 - Psychopharmacology♦

(5 cr.) Psychologists working in psychopharmacotherapy are responsible for having in-depth knowledge of psychiatric disorders and psychotropic medications prescribed to treat these disorders. Students in this course are provided with an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Students explore the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. They also engage in discussions focused on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; and other psychological disorders as described in the DSM-IV-TR. Students practice scholarly-writing skills in APA style through a final research paper on a topic of interest related to psychopharmacology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6753 - Career Counseling♦

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life

roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6753A - Career Counseling

(5 cr.) In this course, students examine major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in culture-, gender-, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

COUN 6777A - Essentials of Public Health: A Case Study Approach

(5 cr.) Students evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options in this course. They explore these facets through case studies, a hypothetical scenario, and journal articles. Although the main focus of this course is on the U.S. public health system, students are also exposed to global issues and views of public health.

COUN 6778A - Social, Behavioral, and Cultural Factors in Public Health

(5 cr.) Students in this course are presented with an examination and analysis of the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, and environment, as well as behavioral risks. Research, theoretical, and conceptual frameworks from the social and behavioral sciences are explored as applied to public health problems and the reduction of health disparities.

COUN 6784 - Psychological Consultation♦

(5 cr.) What is the role of consultation in the delivery of psychological services and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future

professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

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COUN 6785 - Prevention, Intervention, and Consultation♦

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

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COUN 6785A - Prevention, Intervention, and Consultation

(5 cr.) Students in this course are provided with an inquiry into prevention and intervention programs for individuals, groups, and communities. Students consider cultural, social, psychological, family, organizational, and political factors bearing on the mental health and development of people in various settings, including schools, communities, and organizations. Theoretical frameworks guiding prevention and intervention are explored, including constructivist and ecological-developmental perspectives. Students gain experience in developing prevention-oriented programs within diverse systems.

COUN 6800 - Capstone

(5 cr.) A capstone project provides students with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical, integrative project designed to promote positive social change. During this capstone course, students select an issue in mental health counseling and develop a problem statement related to the issue. They review the literature surrounding the issue, design a research study, and make recommendations to address the problem. Students report the results of their study through a written paper and a narrated PowerPoint presentation.

COUN 6815 - Contemporary Gerontology/Geriatric Psychology♦

(5 cr.) Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in

contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6820 - Successful Practice Management♦

(5 cr.) Students in this course examine management principles and practices for applied and consulting psychologists. They explore various professional tasks, such as setting client goals; developing treatment/intervention plans; coordinating treatment and assessing progress; scheduling and billing; managing risk; supervising staff; and keeping abreast of current research, legal, and ethical issues. Students also address practice demographics and systematic intake procedures. Through the design of a business plan or strategic analysis, students research and explicate a specific issue or topic presented in the course.

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COUN 6830 - Psychology of Sexuality♦

(5 cr.) In this course, students explore sexuality through a variety of frameworks, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity, students examine traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response; variations across the lifespan; sexual communication; love and interpersonal attraction; and sexual disorders. They also explore and discuss different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality as well as different expressions of gender identity from cross-cultural and interdisciplinary viewpoints. Students complete an integrative final paper incorporating research, ideas, and peer feedback from discussions on a topic related to the psychology of sexuality.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6912 - Mental Health Law♦

(5 cr.) Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal

approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6912A - Mental Health Law

(5 cr.) Students in this course examine several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology—such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA)—are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).

COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to counselor educators and supervisors.

COUN 8110 - Professional Orientation, Ethics, and Identity

(5 cr.) Students in this doctoral-level course work toward preparing their professional identity as counselor educators and supervisors. They explore the professional orientation and characteristics of counselors, counselor educators, and supervisors as well as related ethical and legal issues encountered in daily work situations. Students engage in discussions and assignments designed to provide practical application of competencies and responsibilities of counselor educators and supervisors. Students also examine the American Counseling Association (ACA) Code of Ethics and other relevant standards of practice as well as multicultural issues related to counselor preparation training. Through this course, students have the opportunity to gain professional awareness and create a professional development plan that can be implemented throughout their degree program. *(Prerequisite(s):* COUN 8001.)

COUN 8115 - Advanced Counseling Theories♦

(5 cr.) There are many counseling theories available for professional use in practice. It is the responsibility of the counselor, however, to understand these theories, know which to use in specific settings and situation, and decide which are best suited to his/her own style or methods. In this course, students explore and evaluate major traditional and contemporary theories of the counseling profession, including psychoanalytic, person-centered, rational emotive behavioral therapy (REBT), multicultural, feminist, and solution-focused. Students apply these and other theories to diverse populations and settings. They also consider how they might advise students and supervisees who use these theories, and they analyze related challenges in teaching and supervising. In doing so, students consider the impact of their own psychosocial, racial, and ethnic identities. Finally, students develop a personal integrative theoretical orientation. *(Prerequisite(s):* COUN 8110.)

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COUN 8116 - Understanding Forensic Psychology

(5 cr.) This course aims to help the student better understand how to be an astute consumer of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, this course places emphasis on teaching the student how to critically read forensic psychology research and how best to apply research results to forensic clinical settings.

COUN 8120 - Professional Consultation, Program Evaluation, and Leadership♦

(5 cr.) In this course, students work toward increasing their knowledge and skills related to the roles of consultant and program evaluator in community agencies, mental health settings, P–12 schools, and university settings. Through a variety of practical discussions and assignments, students explore leadership theory and skills; systems theory; consultation models and processes; program evaluation models and methods; ethical, legal, and professional issues; and availability of funding sources. Students synthesize knowledge and apply skills to case studies and real-life examples. They also apply the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards to an evaluation of the components of a counselor education program. *(Prerequisite(s):* COUN 8115.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8125 - Teaching in Counselor Education♦

(5 cr.) In this course, students prepare to become competent teachers of counselor education through the examination of various adult learning methods to work effectively with different learning styles, cultural dynamics, and diversity. They learn how to help students acquire and apply knowledge and skills, and they examine methods to evaluate learning outcomes. Students

also have the opportunity to reflect on past learning experiences to examine the qualities of effective teachers and teaching practices, and they consider how they can apply these practices to their own teaching endeavors. Incorporating concepts and skills learned throughout the course, students videotape themselves teaching a presentation to demonstrate their progress in becoming an effective teacher of counselor education. *(Prerequisite(s):* COUN 8120.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8126 - Assessment in Forensic Psychology

(5 cr.) This course covers the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, lie detection, custody evaluations, and many of the psychological tests and instruments that are used in these assessments. The course will provide a solid foundation of the knowledge of forensic psychology techniques and assessment rather than specific skills in administering and interpreting psychological tests.

COUN 8135 - Clinical Supervision

(5 cr.) Clinical supervision of counselors and counselors in training requires in-depth knowledge of major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues related to supervisory interactions and responsibilities. Students in this course are provided with the opportunity to develop their professional identity and learn the skills of a clinical supervisor. Throughout this course, students engage in experiential applications, discussions, and self-reflective assignments that focus on the strategies for working with supervisees representing diverse backgrounds and developmental and learning styles. After a critical analysis of the purpose of supervision, theoretical frameworks, and models of supervision, students develop and apply their own theory of supervision in a practice setting in which they each oversee a group of practicum students.

COUN 8140 - Professional Counselor as Scholar-Practitioner♦

(5 cr.) The responsibility of scholar-practitioners in the field of counseling is to consume and disseminate information in clinical, academic, and administrative settings. Students are provided with a model for development as a professional counselor scholar-practitioner through which they learn to process knowledge and engage in professional advocacy in this course. Students explore relationship, professional-writing, and presentation proficiencies and apply these skills in practice scenarios through application-based assignments. They also identify and evaluate publication and presentation venues. Applying course concepts and acquired knowledge, students gain practical experience as scholar-practitioners as they complete a manuscript for submission to a peer-reviewed, counseling-related journal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8145 - Crisis Management♦

(5 cr.) Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature, applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8146 - Crisis Management

(5 cr.) Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature, applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

COUN 8214 - Counseling for Organizational Change

(5 cr.) This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. The course addresses topics such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Applications include the assessment of an organization and the development of strategies to address identified needs for change.

COUN 8215 - Lifespan Development♦

(5 cr.) This course provides students with an advanced overview of development through the lifespan, including prenatal, childhood, adolescent, adult, and late adult phases. Basic developmental processes and theories are examined and applied to developmental milestones that occur within these phases of development. Themes of diversity are highlighted throughout the course. Additional topics include ethics, research, global perspectives, and social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8250 - Group Process and Dynamics♦

(5 cr.) This course prepares students to work with groups in various settings. It examines group theory, process, and dynamics. Using relevant literature, multimedia resources, and scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders‘ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8310 - Research Design♦

(5 cr.) This course provides students with a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects‘ protection. *(Prerequisite(s):* COUN 6305.)

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COUN 8315 - Tests and Measurements♦

(5 cr.) This course provides students with an overview of the different types of tests used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8316 - Techniques of Counseling♦

(5 cr.) Students in this course focus on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in

conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. ***Note:*** In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8320 - Counseling Practicum

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised Practicum experience at an approved site with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and Instructor in the Practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and Instructor. There is an off-line requirement of a group supervision teleconference once a week with the Practicum Instructor. *(Prerequisite(s):* Approval of the coordinator of field training.)

COUN 8326 - Research and Program Evaluation♦

(5 cr.) Students in this course are provided with a foundation in research methods, statistical analysis, needs assessment, and program evaluation in counseling. They are introduced to qualitative, quantitative, and mixed-method approaches; single case designs; action research; and outcomes research. Students can learn how to identify a topic for research, conduct a literature search, and use research to inform evidence-based practice. They also learn the importance of scholarly writing. Students examine the principles, models, and applications of needs assessment and program evaluation, and they learn to use the findings to effect program modifications. Emphasis will also be on the ethically and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. Statistical methods used in conducting research and program evaluation are reviewed.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8333 - Vicarious Trauma and Compassion Fatigue♦

(5 cr.) Through this course, students gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals. They examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal,

multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8336 - Crisis, Trauma, and Disaster Response♦

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8360 - Assessment in Counseling and Education♦

(5 cr.) Students in this course are provided with an overview of individual and group approaches to assessment and evaluation used in a variety of counseling, educational, and organizational settings. Students examine the psychometric properties used to develop and evaluate these instruments. Topics include a historical perspective of assessment, basic concepts of standardized and nonstandardized testing, measures of central tendency, normative sampling and standardization, reliability and validity, assessment report writing, test score interpretation, and test construction. Students also address the ethical, legal, and multicultural issues related to selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8550 - Writing a Quality Prospectus♦

(5 cr.) The prospectus a brief paper, typically 15–20 pages in length, which helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. Students create a prospectus to establish the background for the problem statement; the problem statement itself; a survey of the relevant literature (typically 25–75 references); and a research, implementation, and evaluation plan for the solution of the problem. Students in this five-credit course focus specifically on the process of writing the dissertation prospectus. They employ their preliminary research plan to develop a problem statement for their

dissertation. Students further refine the problem statement and carry out the planning and the library research that lends to the formulation of a dissertation prospectus.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8551 - Preparing a Dissertation

The focus of this course is on the preparation for the dissertation phase of training. In this course, students identify a dissertation topic and potential dissertation committee members; begin to conduct a literature review; develop a problem statement and research questions; and evaluate research designs, methods, and types of analyses to use for their dissertation. Students also complete their initial premise in this course and an annotated outline of their prospectus. The prospectus is a brief paper, typically 15–20 pages in length, which helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. It is strongly recommended that students take this course after they have successfully completed all research courses in their program of study.

COUN 8560 - Dissertation♦

(12 cr.) Doctoral students have the opportunity to integrate their program of study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for COUN 8560, they are registered each term until successful completion of the dissertation for a minimum of 4 terms.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8630 - Interviewing and Observational Strategies♦

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor‘s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. ***Note:*** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8631 - Treatment of Forensic Populations♦

(5 cr.) In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8632 - Mental Health Law♦

(5 cr.) This course examines several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA) are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8641 - Individual Crisis, Trauma, and Recovery♦

(5 cr.) With an emphasis on post-traumatic stress disorder (PTSD), dissociative identity disorder (DID), and vicarious trauma, this course is designed to address the mental health needs of individuals who are traumatized by violence, neglect, natural disasters, emotional abuse, and man-made disasters. Students will gain both practical and empirical information about how trauma impacts the whole person, how to make assessments on trauma victims, and how to treat trauma-related disorders. In addition, the course focuses on providing support for first-line responders, such as mental health providers, military personnel, medical personnel, police and fire personnel, victim advocates, and family members who care for traumatized people.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8642 - Crisis Intervention and Trauma♦

(5 cr.) This course is designed to provide students with an overview of the theory, issues, and skills of crisis counseling, including models for working with children and adolescents; working with victims of violence and their abusers; issues of health-related, school, and mental health crises; and the ethical and legal factors of crisis intervention. In addition, students will be introduced to models, leadership roles, and strategies for responding to community, national, and international crises.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8650 - Introduction to the Nonprofit Sector♦

(5 cr.) Nonprofit organizations (NPOs) can serve to positively affect people‘s lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8651 - Finance and Budgeting in the Nonprofit Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in the public sector. This course examines finance and budgeting concepts, policies, and practices related to organizations, as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices, tax systems, financial management, budgetary reform, and financial technology systems specific to government organizations. Students apply what they learn to developing budget and financial projects relevant to public organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8652 - Board Governance and Volunteer Management♦

(5 cr.) Volunteers are the lifeblood of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program

volunteers and board members. This course explores the volunteer management process (volunteer recruitment, orientation, training, supervision, and evaluation) with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper they developed in COUN 8650 Introduction to the Nonprofit Sector.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8660 - Social Change, Leadership, and Advocacy for Counseling Professionals♦

(5 cr.) Counselor educators have a responsibility to foster social change, provide leadership, and service the counseling professional. Students have the opportunity to gain a thorough understanding of this responsibility as well as the prospect of enhancing their professional development plans by identifying specific goals for professional involvement and service, including advocacy for their own community, clients, students, or profession. Students examine the processes of advocacy and social change. They use contemporary research to analyze the current trends and issues of the profession. Students also identify how community, national, and international issues affect the counseling profession.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8661 - Prevention, Intervention, and Consultation♦

(5 cr.) This course is designed to prepare students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Using an action research model, students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8662 - Psychology and Social Change♦

(5 cr.) In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8670 - Program Leadership and Consultation

(5 cr.) This course is designed to increase students‘ awareness of, and skills in, the roles of program leader, consultant, and program evaluator and assessor in various clinical, community, and administrative settings. Throughout this course, students will focus on the competencies of program leaders, theories of leadership, and models and methods of assessment and evaluations. Additional coursework is designed to prepare students for grant writing.

COUN 8671 - Consulting for Organizational Change♦

(5 cr.) This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. The course addresses topics such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Applications include the assessment of an organization and the development of strategies to address identified needs for change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8672 - Psychological Consultation

(5 cr.) What is the role of consultation in the delivery of psychological services and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

COUN 8682 - Counseling Internship

(6 cr.—3 cr. per term for 2 terms) The internship provides mental health counseling students with an upper-level, supervised ―capstone” clinical experience designed to refine and enhance their basic counseling skills, integrate their professional knowledge and skills, and continue their development in specialization areas. *(Prerequisite(s):* COUN 6671 and approval of the coordinator of field training.)

COUN 8720 - Diagnosis and Assessment♦

(5 cr.) Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Though coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8722 - Counseling and Psychotherapy Theories♦

(5 cr.) There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8723 - Multicultural Counseling♦

(5 cr.) Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8726 - Couples and Family Counseling♦

(5 cr.) An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8728 - Substance Abuse Counseling♦

(5 cr.) The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8753 - Vocational Psychology and Counseling♦

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 8785 - Prevention, Intervention, and Consultation

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

COUN 8890 - Doctoral Practicum

(3 cr.) Students in this course focus on experiential learning, which is an essential component of applied professional training. Students complete a supervised practicum experience at an approved site for a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate with the class and the practicum faculty members weekly during the quarter to discuss cases and present videos of student-client sessions. Through these exchanges, students demonstrate what they‘ve learned and acquire feedback and additional knowledge in regard to clinical practice. This course requires students to engage in a face-to-face residency. *(Prerequisite(s):* Residency 2.)

COUN 8895 - Doctoral Internship A

The internship is a supervised training experience that prepares students to successfully funtion in the role of counselor educator. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. This course serves as part 1 of a two-part supervised internship experience in a selected setting (supervision and leadership/advocacy). Students complete a total of 300 hours in their internship through which they engage in most of the activities of a regularly employed professional in the setting.

COUN 8896 - Doctoral Internship B

This is second part of the supervised experience in a selected setting (supervision and leadership/advocacy). The 300-hour internship includes supervised experiences in most of the activities of a regularly employed professional in the setting.

COUN 8995 - Doctoral Internship A

(3 cr.) The internship is a supervised training experience that prepares students to successfully function in the role of a professional counselor. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. This course serves as part 1 of a two-part supervised internship experience in a selected educational setting (clinical practice, research, or teaching). Students complete a total of 300 hours in their internship through which they engage in most of the activities of a regularly employed professional in the setting.

COUN 8996 - Doctoral Internship B

(3 cr.) This is second part of the supervised experience in a selected educational setting (clinical practice, research, or teaching). The 300-hour internship includes supervised experiences in most of the activities of a regularly employed professional in the setting.

CPSY

CPSY 6001 - Foundations for Graduate Study in Psychology

(1 cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Topics include the relation of mission and vision to professional goals; development of the program of study and professional development plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing.

CPSY 6100 - Introduction to Mental Health Counseling♦

(5 cr.) This course introduces students to the mental health counseling profession. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues are explored. The course, which focuses on the student as a future mental health counselor, provides an overview of the mental health counseling program, the profession, and professional competencies.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6215 - Lifespan Development♦

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6221 - Psychopathology From a Clinical Perspective♦

(5 cr.) This course provides an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are

explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6245 - Social Psychology♦

(5 cr.) This course examines both human cognitions and behavior through the lens of research and theory in social psychology. Topics include perception, attitudes, relationships and attraction, altruism, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. The implications of social psychology theory and research are explored in relation to social justice and social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6250 - Group Process and Dynamics♦

(5 cr.) This course provides a comprehensive review of counseling approaches to group therapy. The theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality-therapy are examined. The focus of this course is on counseling of various types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6280 - Master's Practicum I

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6282 - Master's Practicum II

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and

ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6283 - Master's Practicum III

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience. *(Prerequisite(s):* Completion of the practicum application and approval of the field placement coordinator.)

CPSY 6341 - Psychological Assessment♦

(5 cr.) There is a variety of assessment types that professionals use in modern clinical psychology settings. In this course, students learn about these assessments, focusing on cognitive and personality assessments as well as other tests commonly used in clinical practice. They engage in a comprehensive examination of measurement theory and the psychometric properties used to develop and evaluate these instruments. Students also explore related topics, including normative sampling and standardization, reliability and validity, test score interpretation, and test development. Through assignments and discussions, students address ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for psychological testing provide a foundation for the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6342 - Interventions I♦

(4 cr.) The focus of this course is on the acquisition and demonstration of clinical and counseling skills in the context of empirically-supported modes of intervention. Students apply skills in treatment planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6343 - Interventions II♦

(5 cr.) This course explores the application of empirically-supported treatment and interventions to client problems ranging from problems in living to severe mental disorders in selected populations. Students demonstrate the implementation of intervention models including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and

integrative psychotherapy. Culturally competent interventions are emphasized within an ethical framework for clinical or clinical practice.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6356 - Marriage, Couple, and Family Therapy♦

(5 cr.) This course provides a foundation in the theoretical perspectives and empirical framework necessary for couple and family counseling. The theoretical perspective includes general systems theory and its applications, as well as psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Students learn to conceptualize presenting issues within a systemic perspective and context. Empirically-based techniques for assessment and intervention of marriages, couples, and families are reviewed and analyzed.
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6700 - Master's Practicum I

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6701 - Culture and Psychology♦

(5 cr.) This course explores the foundations of cross-cultural work from various disciplines in the field of psychology and addresses the cross-cultural application of traditional theories and models. Topics include the distinction between universal and culture-specific phenomena related to personality development, social behavior, research approaches, and gender; issues of acculturation; and cultural variations related to abnormal, clinical, social, and organizational psychology.
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6705 - Ethics and Standards of Professional Practice♦

(5 cr.) This course examines the psychologist's principles of conduct, code of ethics, and standards of practice. The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record

keeping, the limits of competency, and dual relationships. The course also addresses issues of professional development such as supervision, peer consultation, and continuing education.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6722 - Counseling and Psychotherapy Theories♦

(5 cr.) This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6728 - Substance Abuse Counseling♦

(5 cr.) This course examines psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6753 - Career Counseling♦

(5 cr.) This course provides students with practical skills in career and vocational assessment. Students will administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Major sources of career and work information available on the Internet, through printed material and computer-based guidance systems will be examined. Emphasis is placed on helping students gain functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. Students will learn how to integrate career development theory and assessment results with career clinical interventions. Current issues in career clinical and assessment, with particular attention to computer-based applications and multicultural implications will be discussed.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CPSY 6800 - Master's Practicum II

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a

supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6900 - Master's Practicum III

(5 cr.) This course is an optional third quarter following the required two-quarter practicum sequence for those students seeking additional field experience. During this course, students will complete a minimum of 300 additional hours. This course enables students to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience. *(Prerequisite(s):* Completion of the practicum application and approval of the field placement coordinator.)

CRJS

CRJS 1001 - Contemporary Criminal Justice Systems♦

(5 cr.) What is criminal justice and how is it delivered and sustained? This course provides students with a survey of the contemporary criminal justice system in the United States, with emphasis on the roles and responsibilities of police (law enforcement), courts (adjudication), and corrections. Students analyze the components of and major players in the criminal justice process and system and apply this content to current events and dilemmas. They overview crime and criminal law and explore how these concepts connect to criminal justice. Students also consider diversity and ethical challenges and issues as they relate to all aspects of criminal justice. Finally, students explore and discuss the juvenile justice system; consider its strengths and limitations; and examine issues, challenges, and trends related to the system.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 2001 - Criminology and Social Control♦

(5 cr.) People commit crimes for a variety of reasons, and these crimes vary in their impact on individual victims and society. Students in this course examine a range of views, definitions, and perspectives on crime and criminology; the nature, causes, and typologies of crime and offenders; theories that attempt to explain why individuals commit crimes; and approaches to the prevention and control of crime. Students apply theories and perspectives to crime in real life as well as to crime presented in vignettes and case studies. Students devote special attention to the debate between social-responsibilities and social-problems approaches to criminology. *Prerequisite(s):* CRJS 1001 or PSYC 1002 or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 2002 - Juvenile Delinquency and Justice♦

(5 cr.) It‘s hard to imagine any toddler evolving into a juvenile delinquent. And yet some do. In this course, students examine the factors that lead some juveniles along this path as well as ways to intervene in the process and outcome. They consider the biological, psychological, and sociological factors in juvenile delinquency as well as modern trends in prevention and treatment. Through traditional literature and interactive learning modules, students explore the concept of juvenile justice and consider the proper age that society should hold a juvenile criminally responsible as well as the age that juveniles should be tried as adults. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 2003 - Criminal Law♦

(5 cr.) Books, movies, and television programs about crime, particularly those that feature criminals and trials, have been popular for decades. But there‘s more to criminal law than the theatrics that media often features. In this course, students examine the concepts and principles related to criminal law. They engage in discussions and assignments designed to provide practical application of content on a variety of topics, including domestic and international crimes, criminal defense, punishment, and sentencing. *Prerequisite(s):* CRJS 1001 or PSPA 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 3001 - Corrections♦

(5 cr.) What is the goal of the corrections system? Is it punishment, rehabilitation, or both? In this course, students have the opportunity to answer such questions through the examination of the history of corrections as well as the practice and legal environment in corrections, including institutional and community-based programs and their relationship to other areas of the criminal justice system. Students also learn about correctional philosophy and practices related to incarceration, diversions, community-based corrections, and treatment of offenders. They employ analytical skills to assess the role of corrections professionals and challenges facing corrections in a society that continues to change in demographics, norms, and expectations of criminal justice. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 3002 - Courts and Judicial Process♦

(5 cr.) What happens in a courtroom is both complex and fascinating, as is evidenced by the popularity of courtroom drama—real and fictional. In this course, students analyze and apply information about the components of the judicial system, including their structure, function, and processes. Students examine the professional roles within the system and learn how the system selects these figures. They learn about judicial conduct and professional standards and apply these concepts to examples of judicial behavior. Students also analyze issues related to the courts and judicial process in an increasingly diverse society and consider these in regard to future trends, such as in cases and legal claims. *(Prerequisite(s):* CRJS 1001 or PSPA 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 3003 - Law Enforcement♦

(5 cr.) There is a diverse assortment of issues and challenges involved in enforcing laws and protecting the public, for which a wide array of agencies share responsibility in addressing. Such agencies encompass federal, state, and local police as well as private figures, such as security officers and city inspectors. In this course, students examine the roles and responsibilities of law enforcement professionals and explore the development and evolution of law enforcement in the United States. They examine community policing models and the use of power, discretion, and deception by police. Students also engage in practical discussions and exercises to explore long-standing, contemporary, and future law enforcement issues and challenges. *(Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 3004 - Data Analysis for the Criminal Professional♦

(5 cr.) All criminal justice professionals must understand the methods of extracting and using data and research—a critical function lending to the responsibilities of all roles in the system, including law enforcement, crime prevention, sentencing, and corrections. Students in this course explore how professionals apply basic statistical principles and research methods to contemporary criminal justice problems and issues in court, law enforcement, and correctional settings. Students learn how to evaluate data and research, represent data using graphs, and present data using statistical measures. They also consider ethical issues related to criminal justice research and technological advancements that influence current and future criminal justice data analysis and research. *(Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 3010 - Profiling Serial and Mass Murderers♦

(5 cr.) Law enforcement officials characterize serial murder among one of the most abhorrent of all criminal behavior. In this course, students examine the interest in serial and mass murder in popular culture and explore typologies and theories of criminal behavior. They assess and discuss the history and evolution of profiling; roles, goals, and responsibilities of profilers; the use of profiling in criminal investigations; and populations victimized by serial and mass murderers. Students also apply typologies and criminal theories to real-world case scenarios. *(Prerequisite(s):* CRJS 1001 or PSYC 1002 or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4101 - Criminal Evidence and Investigation♦

(5 cr.) Criminal investigation is a critical duty at all levels of public and private law enforcement. Students in this course examine the integral tasks involved in such investigation through the examination of proper collection, tagging, and processing of evidence as well as the chain of custody. Students also learn how to assess a crime scene; interview and interrogate witnesses and suspects; and use informants and surveillance techniques in an investigation. Students also consider and discuss the codes of ethics to which investigators adhere as well as the impact of technological advancements on the future of criminal investigation. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4102 - The Criminal Mind♦

(5 cr.) What makes a criminal unique? Criminal justice professionals confront criminal behavior in many forms. In this course, students explore theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. Through the examination of such theories, students have the opportunity to gain the professional knowledge and sensibilities to be able to interact effectively with offenders. Students also investigate potential trends and current biological research that may change or advance the study and treatment of criminal behavior. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4103 - Drugs, Gangs, and Organized Crime♦

(5 cr.) The implications surrounding drug trade, gangs, and organized crime are felt throughout communities domestically and around the globe. In this course, students explore these implications as well as domestic and international law enforcement efforts in managing issues contiguous to drugs and crime. Students have the opportunity to gain real world insight into urban problems involving drugs, gang processes and activity, and organized crime through

examination of current information and trends. They further dissect these concerns to learn what impact such issues have on crime in general and the cost of policing in the United States. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4150 - Capstone: International Justice and Human Rights

(5 cr.) In this capstone course, students have the opportunity to discover new concepts and synthesize existing knowledge and skills acquired throughout the program, keeping in mind the end goal of future positive social change. They first focus their attention on the basic rights of all human beings and the rule of law in the international arena—topics of increasing global importance. Students also investigate real-world examples of human rights violations, both domestic and international, and they assess responses and resolutions to such violations. Finally, students develop a project or paper that integrates and applies the concepts of international justice, rule of law, and/or human rights in their area of concentration. *(Prerequisite(s):* CRJS 1001.)

CRJS 4201 - Restorative Justice♦

(5 cr.) Criminal justice involves more than retribution; it is twofold in that it must punish offenders and also address their needs and the needs of victims and the community. Students in this course explore the theory of justice and practices that emphasize repairing the harm caused by criminal behavior. They learn the ways in which this effort contrasts with an adversarial approach to justice. Students learn about strategies involving stakeholders in actions that transform the relationships among victims, offenders, communities, and criminal justice agencies in their response to crime. They also explore and reflect on case studies and topical models for an in-depth understanding how professionals conduct restorative justice in the real world. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4202 - Mobilizing and Coordinating Community Response♦

(5 cr.) While victim response is vital, it is also important to focus on the potential effects of crime on a community, such as economic instability, drug use, prejudices, and further criminal activity. Students in this course identify existing community resources that professionals use in conjunction with planned and ad hoc community responses to learn positive and effective intervention strategies that address the needs of individuals and communities affected by criminal incidents. They also assess the challenges inherent in such efforts and discuss ways to mitigate obstacles. Gaining new perspectives on possible ways to address the coordination of community response, students examine how victims perceive crime and/or change their role as a result of the crime. *(Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4203 - Victimology♦

(5 cr.) There are many considerations related to the perception, needs, and treatment of crime victims, which continue to lend to a growing area of study and legislation. Students in this course learn about the different types of victimization as well as the differences between direct and indirect victims of crime. They examine the role of criminal justice practitioners who work with and respond to victims. Students also assess and discuss the many ethical issues related to victims‘ human and civil rights and the impact of these rights on criminal justice professionals and changing legislation. Through case studies and contemporary literature, students also analyze both current problems and future trends in victimology. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4301 - Terrorism♦

(5 cr.) Acts of physical and psychological violence to create fear have occurred throughout the ages, but they have only recently begun to affect the United States directly. The American public, now more than ever, must be aware of the possible threat of further terrorist attacks. In this course, students learn about current legislation to counter terrorism as well as to provide U.S. citizens with knowledge of these efforts and any further threats. Students engage in assignments on topics related to domestic and international terrorism, including theory, history of and trends related to terrorism, causes and goals of terrorist groups, and responses to terrorist acts by the criminal justice system. Students examine and analyze contemporary terrorist threats and movements and contemplate future trends. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4302 - Critical Incidents and Cross-Agency Coordination♦

(5 cr.) What happens when disasters occur, natural or otherwise, and the agencies that respond operate independent of one another? Students in this course have the opportunity to examine the fallout of such events to learn effective ways to manage critical incidents, avoiding errors of the past, thus helping to prevent widespread harm to communities. They learn about the development of broad-based contingency planning and the development of strategies, policies, and procedures for cross-agency coordination. Through practical exercises and simulations, students sharpen their critical-thinking and problem-solving skills as they learn ways to develop models of cross-agency coordination that anticipate prototypical critical incident responses. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4303 - WMD and Disaster Response♦

(5 cr.) In an age of technological innovation, nuclear advancement, and virtual spread of knowledge, terrorism is at the vanguard of governmental action. In this course, students explore and discuss methods used by the criminal justice system to counter and manage disaster incidents, and they examine law enforcement responses to such incidents. Students learn about the function of the National Incident Management System (NIMS) and the Incident Command System (ICS)—agencies created specifically to provide specialized guidance and support to all levels of government and nongovernmental organizations who respond to disasters. They examine different types of weapons of mass destruction (including biological and chemical threats) as well as cyberterrorism. Through this course, students work toward gaining practical skills to engage in organizational preparation efforts in many different professional positions, including disaster response. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4401 - Management and Supervision in Criminal Systems♦

(5 cr.) Today‘s criminal justice organizations are complex, varied, and require effective management, administration, and leadership. Students in this course analyze and discuss the function and nature of criminal justice organizations. Through the examination of traditional literature, in addition to contemporary videos and articles, students learn about criminal justice management and leadership roles and processes, politics and socialization, motivation, organizational change, technology, and current ethical considerations. Students apply concepts presented in the course to practical management problems and issues in law enforcement, prosecution, courts, and corrections. *Prerequisite(s):* CRJS 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 4402 - Planning and Budgeting♦

(5 cr.) Planning and applying effective budgeting strategies are critical elements in managing corporate and government criminal justice organizations. In this course, students have the opportunity to gain fundamental skills for effective management while focusing on short- and long-term financial analysis as well as on policy and budget creation. They complete practical application assignments, focusing on issues of plan development, grant sources, and different tasks and challenges related to budgeting. Students also engage in discussions with peers on a variety of topics, such as the public and private budgets, strategies, financing, forecasting, and ethical issues related to public budgeting. *(Prerequisite(s):* CRJS 1001 or MATH 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 5136 - The Nature of Crime and Criminology

(5 cr.) This course provides students with contemporary views and theories of maladaptive and criminal behavior. A broad conceptualization of criminal behavior, such as that which comes from the sociological and anthropological perspectives, is discussed. Theories and application of criminal profiling will be discussed. Additionally, more specific views of criminal behavior germane to groups such as psychopaths, serial offenders, and sexually violent predators will be addressed.

CRJS 5137 - The Nature of Crime and Criminology

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

CRJS 5203 - Victimology

(5 cr.) What is the relationship between victims and those who commit crimes against them? How does the criminal justice system protect victims of crime? Who are the secondary victims of crime? This course explores how victims interact with the police and the legal system and their patterns and tendencies. Students review how factors such as class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess the concept of primary and secondary victims and gain knowledge about the range of services and resources available to victims.

CRJS 5215 - Controversies in Criminal Justice

(5 cr.) In this course, students review recent events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act. Students analyze case studies to further explore relevant events, such as how the terrorist acts of September 11, 2001, have broadened the interpretation of certain areas of the law. Students heighten their understanding of how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties.

CRJS 5216 - Criminal Justice Research

(5 cr.) Discover the range of research methodologies used to collect data and analyze trends in criminal justice. This course introduces students to the quantitative and qualitative methods used to study the root causes of crime and the impact of crime on communities. Students examine

models, metrics, and tools used to evaluate criminal justice programs and policies; legal and ethical issues associated with research and evaluation methods; the strengths and limitations of research methods; and threats to the validity of data.

CRJS 5217 - Technological Solutions and 21st-Century Crime

(5 cr.) This course studies the relationship of technology and criminal activity. This includes current trends in cybercrime. Not only will students gain a comprehensive view of cybercrime, they will learn how technology is used by law enforcement agencies to track and apprehend such criminals. Students are provided with technique scenarios for solving the crimes. Ways to deal with the problem are introduced and students study legal responses for these issues. By identifying, data mining, protecting, and gathering evidence, students will have a comprehensive understanding of solving and prosecuting these crimes. Additionally, techniques and tools used to build and solve cybercrime cases are presented and analyzed.

CRJS 5511 - Special Populations

(5 cr.) This course provides an in-depth analysis of treatment of women and people of color as professionals, litigants, victims, and offenders in the criminal justice system. It further examines systemic outcomes of the intersections of race, class, sexual orientation, and gender for these groups as it relates to social justice and social inequality. Through critical examination of readings and data analysis, students will come to understand the complexity of the historical relationship between these groups and the American Criminal Justice System and broader social context.

CRJS 6000 - Foundations of Graduate Study

(1 cr.) Students work toward building a foundation for academic and professional success as a scholar-practitioner and social change agent. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence

CRJS 6100 - Critical Issues in Emergency Management♦

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident

Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6136 - Criminal Behavior

(5 cr.) Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: ―Who is a criminal?" and ―Is criminal behavior a mental illness?" Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.

CRJS 6137 - The Nature of Crime and Criminology

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government's risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6203 - Victimology♦

(5 cr.) What is the relationship between victims and those who commit crimes against them, and how does the criminal justice system protect and respond to victims of crime? In this course, students have the opportunity to answer such questions through a comprehensive assessment of victimology, a relatively new discipline in the field of criminal justice. Students examine victim patterns and tendencies and learn how victims interact with the police and the legal system. They

also examine how factors of class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess and discuss the concept of primary and secondary victims and gain practical insight on a range of services and resources available to all types of victims.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6215 - Controversies in Criminal Justice♦

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6216 - Criminal Justice Research♦

(5 cr.) Criminal justice encompasses many roles and responsibilities, including responding to victims, punishing or rehabilitating criminals, and developing laws and policies. To carry out these tasks effectively and responsibly, taking into account current trends and ethical considerations, criminal justice professionals need to understand underlying factors, such as the root causes of crime and the impact of crime on communities. In this course, students examine a range of research methodologies, including quantitative and qualitative methods, that professionals use to collect data and analyze trends in criminal justice. They examine models, metrics, and tools used to evaluate criminal justice programs and policies, and they assess the strengths and limitations of research methods. Students also learn about threats to the validity of data and consider the legal and ethical issues associated with research and evaluation methods.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6217 - Technological Solutions and 21st-Century Crime♦

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime,

including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6218 - Applied Communications♦

(5 cr.) Practitioners in the field of criminal justice must be adept in preparing communications for colleagues, supervisors, and the public. In this course, students have the opportunity to develop the skills needed to produce effective documents that criminal justice professionals use on a daily basis, such as court records, data analysis reports, and program-implementation plans. Student learn how to conduct interviews, gather background information, and use decision-making and critical-thinking skills to create clear, concise communications. They broaden their ability to write for a specific purpose and a highly defined audience as they incorporate criminal justice principles and practices into a variety of communication tools.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6280 - Policy and Politics in American Political Institutions♦

(5 cr.) This course introduces students to the crafts of policymaking and policy analysis in the U.S. democratic system. It covers the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6281 - Program Evaluation♦

(5 cr.) This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and

providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program evaluation design for a social program.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6282 - Public Policy and Finance♦

(5 cr.) This course covers microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers‘ compensation, and social security. Outsourcing of public programs is also examined.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6300 - Disaster Response and Recovery♦

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies♦

(5 cr.) This course provides a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S. Patriot Act and similar terroristic 297 legislation and policies, and participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6321 - Terrorism: A Systemic Approach for Emergency Preparedness♦

(5 cr.) This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6322 - Critical Incident Planning and Leadership♦

(5 cr.) This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6360 - Public Safety Issues♦

(5 cr.) This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6361 - Managing Public Safety Organizations♦

(5 cr.) This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of ―first-planner" and ―first-responder" are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6362 - Ethics in Preserving Public Safety♦

(5 cr.) This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues that public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6390 - Strategic Context of Public Management and Leadership♦

(5 cr.) This course engages learners in collaborative study of the changing strategic context of public administration. Learners apply a systems perspective to construct a public enterprise model of the public organization of their choice as a way of understanding the strategic context for practical action and the stakeholder relations involved. This is an organization ~~"~~mental model," which is similar to a traditional ~~"~~business model," but which includes the three interrelated flows of money, knowledge, and influence. Emphasis in this course is on management and leading of the unknown—imagining and creating a future that works in a time of unprecedented and unpredictable change. Students apply strategic scenarios to organizational change for the public organization of special interest to them. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6391 - Transformative Change in a Shared-Power World♦

(5 cr.) This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students are taught a pragmatic action-learning process for studying the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6392 - The Language of Leadership♦

(5 cr.) In today's complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides both theoretical and practical information; demonstrates the necessary components for making such connections; and shows why stories, symbols, and metaphors are an essential element in the language of leadership.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6405 - Ethics and Social Justice♦

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6420 - Organizational Management and Leadership♦

(5 cr.) Public and nonprofit leaders require a deep understanding of their roles as directors and managers of diverse and complex organizations. This course examines the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development from a theoretical and applied perspective. Students apply principles to public, private, and nonprofit organizational settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6431 - Finance and Budgeting for the Public Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. This course examines finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories motivating major fiscal-policy debates; read, analyze,

and construct budgets; and read and analyze financial statements and reports. Other topics include auditing practices, tax systems, financial management, budgetary reform, financial technology systems specific to government organizations, and the use of dashboards for financial reporting. Students apply what they learn to develop a budget and financial plan for either a public or private organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6435 - Human Resource Management♦

(5 cr.) The acquisition, development, and retention of talent are critical to the success of any organization. This course examines theories, approaches, and systems related to the acquisition, management, development, and retention of employees in government and nonprofit organizations. Students explore topics including legal and ethical considerations, diversity, performance management, technology, conflict management, and the establishment and implementation of policies through the use of case studies. Students apply principles learned in this course to situations encountered in public, private, and nonprofit organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning in order to fulfill the organizational mission and enhance stakeholder satisfaction. This course explores the role and process of strategic planning with an appreciation for collaboration, cooperation, and coordination as they relate to the strategic planning process. Students will apply these concepts to real-life situations and organizations and develop a strategic plan.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6511 - Special Populations♦

(5 cr.) Students in this course are provided with an in-depth analysis of the treatment of women and people of color as professionals, litigants, victims, and offenders in the criminal justice system. Students examine the systemic outcomes of the intersections of race, class, sexual orientation, and gender for these groups as it relates to social justice and social inequality. Through critical examination of readings and data analysis, students learn about the complexity of the historical relationship between these groups and the American criminal justice system and broader social context.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6740 - Disaster, Crisis, and Trauma♦

(5 cr.) This course defines natural and human-made disasters such as war, violence, genocide, and terrorist activities, and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. The course emphasizes the importance and development of culturally-appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6741 - Psychology of Terrorism♦

(5 cr.) This course will examine the history, philosophy, techniques, and countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on its roots viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomena, including poverty, psychology (e.g. motivational factors, antisocial behaviors), social injustice, oppression, and religion; and impact of media and technology in aiding and countering terroristic activities.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6810 - Fundamentals of Law and Public Policy

(5 cr.) Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court‘s roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

CRJS 6811 - Legal Research for Policy Practitioners♦

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research and will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6812 - Contemporary Cases and Issues in the Courts♦

(5 cr.) Major issues in the Supreme Court have an impact on public policy at the state and local levels. This course examines major past and current U.S. Supreme Court decisions and explores how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6830 - Current Issues in Homeland Security♦

(5 cr.) Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6831 - Critical Incident Leadership and Planning♦

(5 cr.) Strategic leadership is required to address the challenges and complexities of homeland security. To respond to critical incidents while and after they occur, leaders must plan tactically and understand how to obtain and mobilize resources. Students explore the roles of leaders in relation to activating or coordinating funding, personnel, jurisdictional issues, training, communication, information management, technology, and healthcare in order to create an effective response to homeland security needs. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

CRJS 6832 - Terrorism: Legislation and Policy♦

(5 cr.) The events of September 11, 2001 resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course, students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

DDBA

DDBA 8005 - Foundations for Doctoral Business Administration Studies

(3 sem. cr.) The purpose of this course is to provide students with an overview of Walden University, the requirements for successful participation in an online curriculum, and the benefits and functions of a D.B.A. within an organizational context. Students assess a variety of tools and skills needed to succeed in the program, such as time management, scholarly writing, and effective communication in an online learning environment, as well as how to align their topic of study to Walden‘s mission of positive social change. They also develop a personal strengths, weaknesses, opportunities, and threats (SWOT) analysis as part of an overall Personal Development Plan. Students learn that scholarly research is an important part of every doctoral study; they explore the Walden University Library and create an annotated bibliography and literature review based on scholarly sources. Students also have the opportunity to explore Walden resources that are available to help them succeed throughout the program.

DDBA 8100 - Doctoral Study Mentoring

(0 sem. cr.) The purpose of this course is to assist doctoral students in making steady progress toward the D.B.A. Students use this course as a forum for ongoing exchange of ideas, input, and feedback with peers and their doctoral study chair. They engage in a variety of activities, providing the tools needed to complete the doctoral study capstone successfully. Students gain practice with various research methods and data-gathering techniques; determine best practices; explore the various resources, including the Walden Library, Writing Center, and Research Center; and prepare a draft and final version of their doctoral study prospectus, which is required to proceed with the final doctoral study.
Note: The ―instructor of record” for a section of the course is the chair of the student‘s doctoral study committee. Section participants are students who work with faculty members at various stages of their doctoral study.

DDBA 8110 - Business Operations: Systems Perspectives in Global Organizations♦

(3 sem. cr.) Corporate social impact is of increasing interest because many organizations are moving from a profit-only outlook to a model of social-responsibility. This course immerses students in the ways business operates in a global environment, providing them with the opportunity to widen professional perspectives. Students engage in variety of writing and creative assignments, while exploring a variety of topics, such as supply chain management, process management, quality, innovation, and forecasting. Integrating professional practice at the doctoral level, they employ critical-thinking skills to analyze decision-making motives and techniques in a global operations environment.
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

DDBA 8120 - Information Systems: Global Management Strategies and Technologies♦

(3 sem. cr.) Information technology and systems saturate every aspect of business, from small corner stores to global corporations. Students are provided with broad coverage of information systems management concepts and trends underlying current and future developments as well as principles for providing effective implementation of information systems management in this course. Students use business case studies to gain real-world insight on the impact of information systems on decision making, collaboration, and maintaining business relationships. They engage in discussions on a variety of topics, such as the advantages and disadvantages of global Internet commerce, the role of on- and off-shore workers in a company-wide information system, and the pros and cons of short-cycle time approaches to information systems development. Students develop and define their position and reasoning on a variety of information systems‘ current issues as the course progresses. Students also focus on the practical application of writing and the integration of professional practice at the doctoral level.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

DDBA 8130 - Marketing: Strategic Innovation in Globally Diverse Markets♦

(3 sem. cr.) The current global environment is diverse, technologically reliant, and constantly changing; old skills and tools that were once effective may no longer be efficient for today‘s market. In this course, students examine the global marketplace and identify, adapt, and apply skills and supporting tools that guide them to develop and create a globally competitive advantage in multiple and diverse scenarios and settings. Students apply requisite knowledge of marketing essentials, such as the marketing mix, differentiation, and focused markets to financial planning and data analysis. Students also sharpen communication and problem-solving skills as they propose and defend an organization‘s movement into new products and markets using decision-based analytical tools in a socially responsible manner.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

DDBA 8140 - Finance: Fiscal Leadership in a Global Environment—Creating Competitive Responses and Building Corporate Opportunities♦

(3 sem. cr.) Daily, there are risks of corporate challenges and insults ranging from local and national regulatory shifts and breeches to international complexities of emerging opportunities. These events require global business leaders to possess a variety of financial skills and sensibilities. Through case studies and analytical projects, students have the opportunity to build skills and knowledge for leading organizations with ethical integrity and social accountability. They explore the financial and monetary markets in the United States and abroad to gain an economic context to apply the concepts and tools necessary to assess an organization‘s financial position and to explore alternatives to finance-organizational ventures. Students also engage in assignments focused on financial planning, budgeting, and other trends, such as balancing risks.

Students prepare to be key ethical players who are effective in leading an organization‘s financial capabilities based on sound financial and economic principles.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

DDBA 8150 - Leadership: Building Sustainable Organizations♦

(3 sem. cr.) Business leaders may take on a range of personalities, including charismatic, transformational, adaptive, or contextual. Regardless of style, one thing that they all have in common is the ability to identify and develop leadership strategies that lend to the success and sustainability of a business. In this course, students examine these strategies as well as the role, attributes, and challenges of leaders in a global environment. Students assess current articles, engage in online discussions, and complete application assignments based on globalization, individual and group behaviors, organizational culture and change, systems thinking, innovation, social responsibility, and sustainability. They explore these basic dimensions of leadership and how they affect the employee, organization, community, and environment. Students focus on the practical application of writing, resourcefulness, critical thinking, and the integration of professional practice at the doctoral level as they develop sustainable solutions from the perspective of a global leader.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

DDBA 8160 - Business Strategy and Innovation

(3 sem. cr.) Students in this course focus on development and implementation of business strategies that enable competitive advantage and winning in the marketplace. They develop an understanding of why and how individuals and organizations must work together to create a sustainable business and global environment. Students apply methods for assessing the strengths and weaknesses of organizations and identify industry opportunities and threats resulting from forces shaping the marketplace. They also examine and apply concepts to assess the capability of industries to implement these strategies successfully. Students focus on practical business applications of writing and critical thinking and engage in a combination of essay discussions, research assignments, and papers to analyze, develop, and defend ideas for strategic and innovative business solutions for sustainability. Students also develop a problem statement to use in their doctoral study final capstone project through the synthesis of principles of sustainable strategic management and thinking.

DDBA 8427 - Applied Research Methods—Qualitative and Quantitative

(3 sem. cr.) In this course, students are provided with the opportunity to acquire substantive, foundational knowledge of the philosophy of science, including the construction, use, and critique of concepts and theories. Students examine qualitative and quantitative frameworks for inquiry as well as the ethical, social, and political aspects of conducting research. They learn about quantitative designs, such as experimental and quasi-experimental, survey, causal-

comparative, evaluation, and existing action research. In regard to qualitative designs, students examine case study, phenomenology, grounded theory, and ethnography designs. Students complete application exercises to demonstrate their conceptual knowledge of applied research methods in preparation for their doctoral study as well as for problem-solving in professional practice. They also engage in the practical application of writing and critical thinking as they synthesize the relationship between research in management and the promulgation of social change.

DDBA 8437 - Quantitative Decision Making in Professional Practice

(3 sem. cr.) This course serves as a research competency component preparing students for research analysis requisite of the final doctoral capstone study as well as professional practice. In this course, students practice using descriptive statistics, statistical inference, and quantitative techniques, including analysis of variance and covariance, multiple linear regressions, and various non-parametric techniques. They examine methods of using software for data analysis. Students apply qualitative data reduction as well as analysis and data management techniques to enhance productivity. They engage in coursework focusing on key concepts and issues in the conduct of data analysis in management oriented social science research, including the role of distribution assumptions underlying various hypothesis tests, the computational details of various tests, and the use of readily available statistical software packages. This course is not intended for students to become fully grounded in statistical methods; rather, students learn appropriate questions to ask about data analysis as well as how to defend their use of specific techniques in professional practice.

DDBA 8438 - Quantitative Decision Making for Business Analysis

(3 sem. cr.) This course serves as a research competency component preparing students for research analysis requisite of the final doctoral capstone study as well as professional practice. In this course, students practice using descriptive statistics, statistical inference, and quantitative techniques, including analysis of variance and covariance, multiple linear regressions, and various non-parametric techniques. Students focus on key concepts and issues in the conduct of data analysis in management-oriented social science research, including the role of distribution assumptions underlying hypothesis tests, the computational details of various tests, and the use of readily available statistical software packages. They examine methods of using software for data analysis. This course is not intended for students to become fully grounded in statistical methods; rather, students learn appropriate questions to ask regarding data analysis as well as how to defend their use of specific techniques in professional practice.

DDBA 8510 - Seminar in Global Supply Chain Management

(3 sem. cr.) As globalization integrates all regions of the planet, business has become multinational and multimodal. Regardless of the role—manufacturers, retailers, or service providers—doing business globally requires a thorough understanding of how products, services, and information products develop from ideas to deliverables. In studying global supply chain management, students learn about the systems required to identify sources of people and material as well as ways to ensure that the supply chain conforms to the highest expected business standards anywhere in the world. Students investigate potential opportunities for new research in

the field and share their findings through a presentation. They sharpen their critical-thinking and communication skills as they give and provide feedback on research conclusions. Students accomplish the objectives of this seminar course by examining current information through extensive use of topical journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8511 - Seminar in Innovation Management

(3 sem. cr.) An essential, ―make or break" aspect of today's organizational environment is innovation. Students in this seminar course are provided with the opportunity to position themselves for professional success in management through the study of concepts, processes, and tools needed to accelerate the rate, breadth, and depth of innovation within any organization. Students examine what innovation is, is not, and how to establish the organizational policies, processes, and employee-support infrastructure required to facilitate successful innovation throughout organizations. Students assess current information through extensive use of topical journal articles and papers as well as classic articles and papers related to the field of study. They also disseminate their findings to their peers through group discussions.

DDBA 8512 - Seminar in IT for Competitive Advantage

(3 sem. cr.) Though many aspects of information technology (IT) are becoming staples in the business toolbox, competitive advantage is still possible through the development of creative applications and the configuration of technology in ways unique to an organization. In this seminar course, students investigate this advantage through the evaluation of the frontier of IT in business and new ways of applying IT to cut costs, increase customer satisfaction, and open new business opportunities. Students explore social networking tools and Internet recognition strategies for potential business uses. They accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study. Students also identify additional resources and disseminate their conclusions to their peers.

DDBA 8521 - Seminar in Change Management

(3 sem. cr.) The only constant in today's business environment is change. However, implementing change alone is not sufficient. It is also necessary to identify and prioritize the key organizational issues requiring change and to implement the necessary changes successfully. Furthermore, change must be defined and aligned at the organizational, process, and employee levels. In this seminar course, students identify and focus on the key areas of an organization that should be prioritized for change initiatives and for the development and implementation of strategies that will increase the success rate of the key change initiatives. Students formulate an original research topic related to the course literature and present and debate their findings through a peer work group. They accomplish course objectives by examining current information, such as foundational literature and theories, seminal works, and established models in the field of change management.

DDBA 8522 - Seminar in Sustainability

(3 sem. cr.) The various environmental crises facing the planet threaten the human race. Therefore, the primary challenge for business is to conduct itself in a responsible manner through sustainable decisions. That means more than anticipating continuous profitability. Students in this seminar course explore what it means to be sustainable from an environmental perspective and examine the implications for business in terms of resource consumption, materials processing and disposal, and the impacts of the products made and distributed. Students analyze natural systems and how their condition influences doing business in a global economy. They also examine the long-term implications for conducting business globally. Students fine tune critical-thinking skills by formulating an original research topic, which they discuss with their peers. They accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8523 - Seminar in Law and Compliance

(3 sem. cr.) Recent cases of corporate greed, bankruptcy, and fraud as well as the collapse of the housing-market and its fallout in the investment community have prompted the need for new regulatory pressures; these include laws, such as Sarbanes-Oxley, and compliance systems from either third-parties, such as the efforts of the Global Reporting Initiative or new watchdogs developed to address the failure of the market‘s self-correcting mechanisms. Students in this seminar course examine these new ways of doing business in today‘s sociopolitical climate from a legal perspective, including identification of opportunities for new research in law and compliance. Students formulate an original research topic and assess the potential impact of their findings on the field of law and compliance. They also give and receive feedback through a group critique. Students accomplish course objectives by examining current information, such as foundational literature and theories, seminal works, and established models in the field of law and compliance.

DDBA 8524 - Seminar in Multicultural Management

(3 sem. cr.) Growing cultural diversity within countries and expansion of organizations‘ international initiatives has brought about the need to recognize, lead, and manage a broader cultural spectrum of workers, managers, and performance improvement teams. In this seminar course, students define the key organizational techniques and the potential benefits stemming from managing multicultural workforces. Students contextualize their study through the examination and development of case studies of successful and unsuccessful attempts to realize the potential that can be derived from multicultural workforces and teams. Students accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study. They also disseminate their findings to their peers through group discussions.

DDBA 8531 - Seminar in B2B Marketing

(3 sem. cr.) Business-to-business (B2B) marketing has emerged as its own discipline to meet the needs of other businesses. The challenge is to find new methods of enhancing marketability and value while maintaining important relationships with consumers. Students in this seminar course focus on B2B marketing techniques, strategies, customer acquisition, and relationship building. They explore the theory and conceptual challenges facing today‘s B2B marketing manager. Primarily, students learn aspects of online promotion and advertising, communications strategies to promote online initiatives, and creative ways of developing the B2B channel. They fine tune critical-thinking skills by formulating an original research topic and debating with peers. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of B2B marketing.

DDBA 8532 - Seminar in Consumer Behavior

(3 sem. cr.) The buyer decision-making process is one of the driving forces behind how, where, and when to market a product, which is why understanding consumer behavior is integral to successful businesses. In this seminar course, students focus on the characteristics of consumers from the perspective of why they purchase products and services as well as their expectations when doing business. More importantly, students study individual behavior and the psychology of choice, the motivation to buy, and how to maintain satisfaction after purchase. Because forces beyond individual control sometimes influence markets, niches, and segments, students also examine consumer behavior from a cultural (and subcultural) perspective. Students engage in course activities and discussions that focus on how to manage the customer experience from attraction to a mutually rewarding relationship. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of consumer behavior.

DDBA 8533 - Seminar in Marketing Research

(3 sem. cr.) Business leaders and decision makers need accurate information to introduce projects and services that create appeal and value in the mind of the consumer. In this seminar course, students explore the processes and methods of studying markets and focus on understanding the empirical research process. Students survey marketing research methods in the context of understanding competitive opportunities, new product development, and positioning a product or service in the marketplace. They examine the practices of utilizing public databases, spotting trends, and identifying opportunities for new research in the field. Students hone critical-thinking and analytical skills by formulating an original research topic related to the course literature, which they present and debate in a peer work group. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of marketing research.

DDBA 8540 - Seminar in International Finance

(3 sem. cr.) International finance is a branch of economics that considers how capital investment is undertaken globally and how financial markets and global trade influence investment opportunities. In this seminar course, students are provided with an overview of the impact of the

liberalization of markets by the world's financial institutions—such as the World Bank, International Monetary Fund, and World Trade Organization (WTO)—on trade, economies, and the competitiveness of countries, new markets, and exchange and interest rates. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of international finance. They also formulate an original research topic and synthesize findings and conclusions based on their literature review for a comprehensive and critical understanding of the discipline.

DDBA 8541 - Seminar in Entrepreneurial Finance

(3 sem. cr.) Entrepreneurial finance is designed to help managers make accurate investments and business decisions in entrepreneurial settings. In this seminar course, students explore the development of a small business from startup to financial security. They examine the process and various sources of funding, including partnerships with venture capitalists, conventional sources, and initial public offerings. Most importantly, students explore how to construct funding as well as the trade-offs and benefits for each model. They analyze entrepreneurial equity and how to negotiate any agreement with funding sources. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of entrepreneurial finance. They also identify additional resources and disseminate research conclusions to their peers.

DDBA 8550 - Seminar in Managerial Accounting

(3 sem. cr.) Using a theoretical approach, students in this seminar examine common concepts, principles, and methods used in managerial decision making, including revenue forecasting and cost prediction methods, break-even and cost-volume-profit analyses, performance variance analysis, relevant cost analysis, project valuation, expected rates of return, and discounted cash flow methods. They also explore opportunities for optimizing methods. Additionally, students examine applied research methods in the context of design and development of rational managerial decision-making systems.

DDBA 8551 - Seminar in Accounting-Based Performance Evaluation Systems

(3 sem. cr.) Students in this seminar examine theories of corporate governance and employee performance evaluation, including the control and performance evaluation aspects of pricing/contribution margin analysis, cost allocation, activity-based costing, throughput accounting, key performance indicators, and balanced scorecard methods. They also explore opportunities for optimizing methods. Additionally, students examine applied research methods in the context of design and development of rational corporate governance and employee performance evaluation systems.

DDBA 8552 - Seminar in International Aspects of Managerial Accounting

(3 sem. cr.) Through this seminar, students have the opportunity to examine international aspects of theories of managerial decision making, corporate governance, and employee performance evaluation in the context of global, cross-cultural management. They also explore applied

research methods on the effects of import/export issues, foreign exchange rates, controlled economies, social responsibility reporting, inflation accounting, and international taxation.

DDBA 8560 - Seminar in Healthcare Managerial Decision Making

(3 sem. cr.) In this seminar, students examine the application of healthcare policy and economic principles to managerial decision making, including policy development and implementation processes as well as how health policy changes over time. They also explore key policy initiatives related to cost, quality, ethics, and access, and investigate stakeholders and interest groups involved in the health policy process. Students devote special attention to how economic principles, such as supply, demand, and market price determination, relate to the structure of the healthcare industry and the distribution of resources and services.

DDBA 8561 - Seminar in Managing Healthcare Delivery Systems

(3 sem. cr.) Healthcare delivery is one of the largest industries in the United States. Students in this seminar focus on the components of the health services delivery system, including patients, organizations, professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology. Students explore the nature of population illness and disease, and they examine the continuum of health services, such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, students analyze contextual factors and challenges that are linked to the healthcare delivery system management; they also explore the impact of these challenges on the delivery of services and healthcare management.

DDBA 8562 - Seminar in Law and Ethics in Healthcare Management

(3 sem. cr.) Students in this seminar engage in an examination of the key laws, regulations, and court decisions related to healthcare operations, oversight of organizations and practitioners, and the rights and responsibilities of healthcare providers and patients. They study laws and regulations governing healthcare providers, the identification of organizational governance issues, fraud and enforcement, and the development of risk management processes and controls. Students also explore key ethical issues underpinning healthcare delivery and management, including patient rights and advocacy.

DDBA 8570 - Seminar in Program and Portfolio Management

(3 sem. cr.) Students in this seminar examine the evolving discipline of project-based program and portfolio management and the business competencies required to manage complex projects in dynamic, distributed, and global environments. Among the topics included are approaches to project selection, evaluation, and cancelation using stage-gate models. Students in the course examine how organizational attributes such as systems affect employee behavior, how to stimulate creativity and innovation in projects, and how all of these approaches can be unified to effectively manage a portfolio of projects to achieve the strategic objectives of the organization.

DDBA 8571 - Seminar in Project Portfolio Performance and Organizational Effectiveness

(3 sem. cr.) Managing an organization‘s portfolio of projects requires an understanding of project management process groups and the four approaches to project management and how they are chosen. Students in the course also examine how an effective project management infrastructure is built so that a formal approach to project management can be applied. The changing global economy is considered in determining what matters now to an organization, and issues of cultural diversity that affect management in a global environment are also explored.

DDBA 8572 - Seminar in Project-Based Strategic Leadership

(3 sem. cr.) Students in this seminar examine organizational processes and practices required to support project-based leadership in the changing global marketplace. This includes systems thinking as applied to the management of projects and the organization itself. Methods for uncovering opportunities, revealing unseen roadblocks, and outsmarting the competition are presented. Finally, approaches for taking a business from the ordinary to the extraordinary are developed.

DDBA 8990 - Writing the Doctoral Study Prospectus

(4 sem. cr.) All students in the D.B.A. program engage in a final doctoral study project in which they apply the knowledge and skills gained throughout the program to a real-world problem in the field. The prospectus is a brief document that helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. In this course, students design the prospectus in collaboration with program colleagues and mentorship from a course instructor. Students learn best practices for developing the prospectus and analyze past examples. Students refine their doctoral study questions and explore research methods and project types that they may incorporate into their study. Finally, students engage in the iterative process of writing the prospectus, incorporating feedback from peers and the course instructor. Ultimately, the prospectus is offered by students as a document for review for consideration by potential mentors for their doctoral study.

DDBA 8991 - Qualitative and Case Study Research for Business Analysis

(4 sem. cr.) The D.B.A. capstone project requires that students know how to collect, organize, and interpret data. In this course, students broaden their research and general analysis skills as they further explore methodology and project types to incorporate into their doctoral study. Students engage in coursework focusing on qualitative and case study research methods, through which they learn to focus their analysis on efforts to improve the quality of an organization and its performance. Students examine techniques for thinking in an action-oriented manner, as if they were consultants, so that they can apply their own doctoral study in the real world. Finally, students engage in an iterative process of writing a proposal, incorporating feedback from peers and the course instructor. Ultimately, the proposal is offered by students as a document for review for consideration by potential mentors for their doctoral study.

DDBA 9000 - Doctoral Study Completion

(4 sem. cr.) The final doctoral study demonstrates students‘ scholarly ability to examine, critique, and synthesize knowledge, theory, and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, students engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. This course assists students in working through the process of the doctoral study. Students design personal best practices for completing their study within a designated context. They also select their committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final study. Ultimately, students completing the doctoral study make a fresh contribution to the field of practice in the professional business environment.

ECON

ECON 1001 - Macroeconomics♦

(5 cr.) This is an introductory course in macroeconomics that covers basic economic principles and their application to the macro economy. Topics covered include the principles of economic decision making; definition and measurement of gross domestic product, national income, employment, inflation, and other variables commonly used by economists; factors affecting economic growth; description and application of models used to evaluate the effects of policies and changes in external variables on the economy; the roles of fiscal and monetary policies; the banking system; and the effects of globalization and international trade. *(Prerequisite(s):* MATH 1001 or 1002 or 1030 or 1040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ECON 1002 - Microeconomics♦

(5 cr.) The principles of microeconomics explain how in a market economy the price system answers the following fundamental economic questions: What goods and services are produced and distributed as well as how and for whom? Students in this course examine the behaviors of households that supply factors of production—natural resources, labor, and capital—to firms and that purchase consumer goods and services from firms. They also investigate firms that maximize profit through their decisions about acquiring factors of production, controlling costs of production, choosing the optimal level of output, competing with other firms under different market structures, and making investment decisions about entering new markets. *Prerequisite(s):* MATH 1030 or MATH 1040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ECON 2001 - International Economics♦

(5 cr.) In this course, students examine analytical frameworks and empirical data to gain an understanding of the increasingly dynamic world economy. They engage in assignments that focus on economic analyses that are particularly important to business decision makers in a global economy and the economic conditions that impact firms‘ decisions about capital allocation, pricing, and employment. Students also share perspectives and delve deeper into course content through discussions on a range of topics, including historical roots of international economics, neoclassical trade theory, tools that restrict or alter trade between countries, and U.S. trade policy history, among others. *Prerequisite(s):* ECON 1001 and ECON 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD

EDAD 6800 - Facilitating Effective Learning for All Students

(3 sem. cr.) Educators are introduced to research on learning and helped to develop an understanding of how research informs different approaches to instruction. To move teaching to more effective strategies, educators learn to explain how and why learner-centered teaching enhances the achievement of all students as well as how to overcome resistance among staff, students, and parents. Educators have the opportunity to engage in a self-assessment through which they generate self-improvement goals to become successful as a school leader.

EDAD 6801 - Ensuring Quality Education for Students With Diverse Needs♦

(3 sem. cr.) An important goal in teaching is to help all students reach increasingly higher standards of performance. Educators in this course focus on effective, learner-centered instruction that uses diverse and inclusive approaches for students at risk. Through assignments designed to provide application of theories, concepts, and strategies, educators assess real-world programs and services in place to support English-language educators and students with disabilities. They also identify recommendations and methods for improving the programs or services to enhance student achievement.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6802 - Using Data to Strengthen Schools♦

(3 sem. cr.) Through this course, educators focus on developing knowledge for data-driven decision making and the critical skills necessary to meet the needs of all children and to reach accountability expectations. A special emphasis is on the definition of action for effective schools: continuing analysis of the gaps between goals for student learning and actual student performance. Educators gain practical experience developing a strategic plan as well as collecting, analyzing, and using data for school improvement and student learning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6803 - Allocating Resources Strategically and Structuring the Organization for Learning♦

(3 sem. cr.) In this course, educators explore research about effective schools to gain insight on the most productive ways to organize resources, including time, people, money, and technology. Educators also learn to develop strategies to define the most important priorities, the overall educational design, and the organizational structures that best match the needs for improvement. Educators apply course concepts and theories to discussions and case study challenges focused on assessing school budgets, restructuring school resources, and reorganization for teacher collaboration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6804 - Enhancing Teacher Capacity and Commitment♦

(3 sem. cr.) One of the central roles of school leaders is to build human resources, from recruitment, through induction, to continuing professional development. Educators in this course explore the role of developing and sustaining human resources as well as methods for dealing with continuing ineffectiveness among members of school staff. They engage in a variety of practical exercises, such as the development of a strategy to build, monitor, and support collaborative teams as a vehicle for professional learning communities that foster high levels of learning. Educators also consider the importance of professional development, analyze a case study of an existing professional development plan, and create a proposal for change to improve outcomes.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning♦

(3 sem. cr.) In this course, educators examine the critical functions of the school leader, including developing consensus that promotes action through processes of effective decision making, patterns of communication, and strategies for conflict resolution; infusing leadership throughout the school by promoting collaborative structures and strategies; and establishing a personal, ethical, and moral platform for leadership. Educators assess concepts and share perspectives through discussions on the role of principals as leaders, effective approaches to build on or reshape an existing culture to produce greater performance of staff and students, and shared leadership as a strategy for fostering and sustaining school culture. They also have the opportunity to reflect on their understanding, including changes in thinking, based on experiences and knowledge gained through coursework.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6806 - Collaborating With Families and Communities for Student Success♦

(3 sem. cr.) In this course, educators develop the capabilities needed to identify and enlist the support of parents as well as organizations and public agencies that serve youth and families in ways that align with school goals. Educators devote special attention to these functions in multicultural schools and communities. They also analyze case studies to help them gain an understanding of increasing family involvement to promote student learning, partnering with community organizations and public agencies to provide students with positive opportunities, and communicating with stakeholders to achieve desired outcomes.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6807 - Creating Positive, Safe, and Effective Learning Environments♦

(3 sem. cr.) Educators in this course learn to treat differences and conflicts as opportunities for learning the social competencies that are essential to civic participation and interpersonal effectiveness, in school and beyond. Through a variety of discussions and application-based assignments, educators come to recognize the importance of safe and orderly environments for learning, with school cultures based on mutual respect among students, educators, and staff. Educators gain practice in planning a hypothetical task force to combat disruptive and violent behavior, developing research-based strategies to minimize such behavior and maximize learning for all students, and analyzing and communicating sources of tension and conflict regarding race and ethnic relations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6808 - Meeting the Literacy Challenge: Leading New Initiatives♦

(3 sem. cr.) Literacy is at the core of success—in school and in life. Educators in this course engage in coursework that emphasizes current research on teaching and learning, student assessment, professional development, parental and community involvement, and other related topics. Educators explore issues of curriculum and the effects of district and state policies on school improvement. They apply concepts to activities focused on establishing a foundation for effective curriculum initiatives, developing and implementing a high-quality literacy initiative, and improving literacy through collaborative action research.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6809 - Implementing Continuous School Improvement♦

(3 sem. cr.) The focus of this course is on theories of change, with an emphasis on leadership behavior that promotes positive change over time. Based on the context of systems thinking, educators demonstrate what it takes to structure a school that is a learning organization. Educators demonstrate their understanding of course concepts through practical, case-study scenario challenges. They also delve deeper into course content through peer discussions on related issues, such as balancing planning and flexibility when responding to change, identifying and addressing conditions in schools that undermine student and school performance, and creating conditions to foster continuous school improvement that lead to higher levels of learning for all students.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDAD 6811 - Internship 1

(3 sem. cr.) Educators are provided with authentic opportunities to apply knowledge and skills gained throughout their courses and to expand on what future educational leaders must know and be able to do. The internship includes three components: practical applications of learning within courses, internship experiences while taking other courses, and ePortfolio development and evaluation. *(Prerequisite(s):* All other courses, except EDAD 6812, in the Educational Leadership specialization.)

EDAD 6812 - Internship 2

(3 sem. cr.) In this course, educators are provided with authentic to apply knowledge and skills gained throughout their courses and to expand on what future educational leaders must know and be able to do. The internship includes three components: practical applications of learning within courses, internship experiences while taking other courses, and ePortfolio development and evaluation. *(Prerequisite(s):* EDAD 6811.)

EDAD 7002 - Foundations: Administrator Leadership for Teaching and Learning

(6 sem. cr.) The purpose of Foundations is to engage learners with the environment, expectations, and content of post-master‘s work in the Administrator Leadership for Teaching and Learning program. Through participating in the course, learners will develop 1) facility with Walden University‘s online learning environment and understanding of the university‘s and the program‘s support systems and expectations and outcomes, and 2) knowledge about the field, synthesized with reflection on one‘s own experience.

EDAD 7200 - Leadership for Today’s Schools

(6 sem. cr.) Today‘s schools are dynamic places and demand leaders in all arenas, from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive, and be prepared to deal with the demands of internal and external forces. The 21st-

century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. Leaders are empowered to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others‘ paradigms and leadership styles, and determine best practices to promote positive social change.

EDAD 7201 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDAD 7202 - Leading to Promote Learning

(6 sem. cr.) Research has considerably expanded the knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, educators advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, through technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

EDAD 7203 - Leading Professional Learning Communities

(6 sem. cr.) Through this course, educators explore how the role of leadership expands beyond the classroom and school to the larger educational community. Educators work toward developing the knowledge, abilities, and dispositions required of an effective leadership role to participate in sustainable education reform. They explore a variety of topics, including creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring educators and other leaders. An additional focus is the relationship between school and community stakeholders. Educators also investigate the legal, business, and/or political perspectives implications of these educational issues.

EDAD 7900 - School Leadership Capstone: Trends, Issues, and Global Perspectives

(6 sem. cr.) Invariable advances in research and technology continue to change our current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, educators examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. Educators also have the opportunity to examine and reflect on the effects of these trends on their own areas of interest. The capstone concludes the program by providing a practical application of educators‘ learning. Working in a consultative role as a K–12 professional, educators engage in a real-world, problem-solving project within their work environment.

EDAD 8001 - Foundations for Doctoral Study

(6 sem. cr.) Through a series of interrelated learning activities, this course provides an understanding of and practice in the foundational skills and strategies for success in the Ed.D. program. Four major topics are explored: (a) establishing a comfort level with online learning and interpersonal relations, confirming program expectations, and planning for the successful completion of the program; (b) developing an understanding of the concept of constructivist leadership as represented in professional communities of learning; (c) demonstrating an understanding of critical-thinking and reading skills as evidenced in doctoral-level scholarly writing; and (d) analyzing and synthesizing current research as it leads to further inquiry. Students prepare a Doctoral Development Plan (DDP) and praxis (theory applied to practice) papers based on their individual professional interests and goals.

EDAD 8011 - Proseminar: Leading to Promote Learning

(6 sem. cr.) The first Proseminar introduces leadership as a concept or construct rather than a position of authority. Students experience the concept of leadership by investigating the literature and analyzing real-life scenarios with a focus on student achievement. Students then apply the learning model to their own school scenario—by conducting pedagogical observations, interviewing colleagues, collecting data, reviewing the literature, and analyzing and reflecting on classroom/school practices in order to make a decision focused on equity and excellence of student achievement. The first comprehensive paper investigates a topic of personal interest related to professional leadership, theories and research about learners, and/or theories and research about instructional or curriculum practices.

EDAD 8015 - Research Approaches

(6 sem. cr.) Educational leaders need to be well-informed about current developments in their fields of expertise. This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, research methodologies, and research designs are explored. The components of research design are examined, and students evaluate research for quality of design. Construction of questions for inquiry is explored.

EDAD 8021 - Proseminar: Leading Communities of Practice

(6 sem. cr.) The second Proseminar expands the role of leadership from the classroom and school to the larger educational community. The course focuses on the development of knowledge, abilities, and dispositions necessary for the effective, participative, and productive leadership needed for sustainable education reform. Topics covered in this course include creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring teachers and other leaders. An additional focus is on the relationship between the school and community stakeholders. The second comprehensive paper probes learning, teaching, and leading as the educator acts to influence the educational community through professional discourse and analytical reflection on investigations into the roles and

practices of effective, inquiry-oriented school leadership. Legal, business, and/or political perspectives implications of these educational issues are investigated.

EDAD 8025 - Quantitative Research

(6 sem. cr.) This research course is designed to provide an understanding and working knowledge of key quantitative data collection and analysis concepts. It approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting findings. The important outcome is that each doctoral student will have an understanding of quantitative data analysis and be competent in reading, discussing, and applying statistical concepts and data results from quantitative studies.

EDAD 8031 - Proseminar: Leading for Social Change

(6 sem. cr.) Leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in national and international schools. The focus of this Proseminar is to expand the educational leader‘s capacity for positive social change through reciprocal relationships with professional learning communities and initiatives related to quality education outcomes. Partnerships with community stakeholders, educational institutions, and other advocacy groups are studied in order to develop and refine the educator‘s ability to advocate for productive education policy at the local, state, national, and/or international levels. The comprehensive paper focuses on inquiry related to educational issues affecting quality schooling practices for K–12 and adult learners. Legal, business, and/or political perspectives implications of these educational issues are investigated.

EDAD 8035 - Qualitative Research

(6 sem. cr.) In this research course, education professionals explore the constructs and processes used in qualitative research studies. They gain practical experience in formulating qualitative questions related to problems encountered by other educators, identifying appropriate qualitative methods, and selecting study participants. Through practical, application-based assignments, they construct data collection protocols for interviews and observations, analyze documents, and apply coding and classification techniques for organizing and interpreting data. They also explore techniques for ensuring the reliability of qualitative findings. Through this course, education professionals gain an understanding of qualitative data analysis as well as competence in reading, discussing, and applying statistical concepts and data results from qualitative studies.

EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning

(6 sem. cr.) The purpose of Foundations is to engage learners with the environment, expectations, and content of doctoral work in the Administrator Leadership for Teaching and Learning program. Through participating in the course, learners will develop: (1) facility with Walden University‘s online learning environment and understanding of the university‘s and the program‘s support systems and expectations and outcomes; (2) knowledge about the field, synthesized with reflection on one‘s own experience and goals; and (3) doctoral-level critical-thinking and writing skills.

EDAD 8080 - Doctoral Study Companion

(non-credit) This doctoral study forum is designed to help students make the transition from building doctoral-level knowledge through Proseminars and residencies to developing their own terminal doctoral study projects. Students will work in this course space with their committee members to formulate the plans that will eventually result in a formal doctoral study proposal and the final doctoral study, which is completed during EDAD 8090 Doctoral Study Intensive.

EDAD 8090 - Doctoral Study Intensive

(12 sem. cr.— 6 sem. cr. per term for 2 terms) The doctoral study demonstrates a student‘s scholarly talents to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is to be a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the educational leader to conduct an investigation that focuses on learning, teaching, and leading within a designated community. ***Note:*** The final two semesters of the Ed.D. program are dedicated to the doctoral study. If the doctoral study is not approved by the end of the second semester, students stay enrolled in 8090 until formal approval is granted. Additional semesters needed for completion of the doctoral study do not earn credit.

EDAD 8140 - Leadership for Today’s Schools

(6 sem. cr.) Today‘s schools are dynamic places and demand leaders in all arenas, from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive, and be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. Leaders are empowered to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others‘ paradigms and leadership styles, and determine best practices to promote positive social change.

EDAD 8141 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDAD 8142 - Leading to Promote Learning

(6 sem. cr.) Research has considerably expanded the knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, educators advance their understanding of research methods

as they examine literature about design and assessment. They also apply research-based principles, through technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

EDAD 8143 - Leading Professional Learning Communities

(6 sem. cr.) Through this course, educators explore how the role of leadership expands beyond the classroom and school to the larger educational community. Educators work toward developing the knowledge, abilities, and dispositions required of an effective leadership role to participate in sustainable education reform. They explore a variety of topics, including creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring educators and other leaders. An additional focus is the relationship between school and community stakeholders. Educators also investigate the legal, business, and/or political perspectives implications of these educational issues.

EDAD 8144 - School Leadership: Trends, Issues, Global Perspectives

(6 sem. cr.) Invariable advances in research and technology continue to change our current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, educators examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. Educators also have the opportunity to examine and reflect on the effects of these trends on their own areas of interest.

EDAD 8145 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC

EDUC 1001 - Introduction to Education♦

(5 cr.) This course is an overview of the field of early care and education. Education professionals engage in assignments that emphasize the elements of high-quality programs, governing standards and regulations, and historical perspectives. They engage in peer discussions on a range of topics, such as the nature of infant care and education, learning through play, quality education and teaching, the definition of education, and current issues affecting education. Education professionals gain further insight into the profession of teaching and working with children through interviews with teachers of various age groups. Additionally, education professionals explore career options and consider what it means to be a professional in the field of early care and education.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 1002 - Pioneers and Philosophies of Education♦

(5 cr.) Current perspectives on education and methods of teaching are rooted in history and philosophy as far back as the ancient Greeks. In this course, education professionals explore thinkers, philosophies, and educational programs that have influenced current ideas about effective practices in teaching, including tapping into different forms of intelligence and applying new methods for assessment. Education professionals critically examine educational philosophies and methods in light of current social, political, and economic forces impacting children, families, and the field. Through coursework and discussions, education professionals begin to develop a reasoned, coherent personal philosophy of education as a basis for ethical and professional practice and decision making.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 1003 - Educational Psychology♦

(5 cr.) How might social class, ethnicity, and gender impact children‘s learning? Education professionals in this course have the opportunity to answer such questions through the exploration of psychological concepts and theories as they relate to the field of early care and education. Education professionals examine behavioral, cognitive, social, and constructivist views of learning. They engage in conceptual and applied assignments that emphasize research-based principles as well as implications of these principles on child development, learning, teaching, and assessment. Moreover, they share perspectives and delve deeper into content through weekly discussions on a variety of topics, such as helping children develop and learn, defining intelligence, fostering resilience, analyzing learning experiences, and using motivation theories and principles.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 1004 - Child Development♦

(5 cr.) This course provides education professionals with an overview of physical, cognitive/language, and social and emotional development in children from birth through adolescence. Education professionals explore prevailing philosophies and theories of child development and form their own child development philosophy. Through an exploration across various developmental domains and stages, education professionals investigate the latest research and thinking in regard to conditions that affect children‘s learning and development, such as risk factors, developmental variations, temperament, rate of maturation, innate abilities, culture, family, community, and societal influences.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 1005 - Child Health, Safety, and Nutrition♦

(5 cr.) Growth and development in young children are influenced by many factors, including nutrition, safety, and health. Education professionals in this course learn about these factors and examine the professional‘s role in supporting children‘s healthy development within the context of early childhood care and education as well as in family and community settings. They also assess and discuss the prevention of health problems common to young children, methods of promoting wellness and fitness, child safety, emergency preparedness and procedures, and child mental health.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 1006 - Child, Family, and Community Relationships♦

(5 cr.) Complex events, such as divorce, child abuse and neglect, and illness and death of family members, are common occurrences in today‘s society. This course provides a survey of the ways in which professionals and families work together in supporting child and family resiliency within the context of these complex issues. Education professionals explore formal and informal communication strategies; family participation in group settings; family education; advocacy for families; and the impact of family, culture, and community on children‘s development and learning within early childhood programs. Through this course, education professionals have the opportunity to gain the communication and conflict-management skills needed to prepare for future professional challenges in the field of education.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 1011 - Making Connections: The Early Childhood Field

(2 cr.) In this course, education professionals explore the early childhood field and related themes, issues, and controversies. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the field of early care and education. They investigate professional organizations and research information on early childhood career opportunities. They also reflect on prior knowledge as well as knowledge gained throughout the course in regard to what it means to be a professional in the field of early education.

EDUC 1012 - Making Connections: The Developing Child

(2 cr.) Education professionals in this course focus on the themes, issues, and controversies related to child development. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities related to the developing child. Education professionals research and analyze information on brain development, which they use to develop a presentation that could be used to inform stakeholders, such as parents and colleagues. Through this and other assignments designed to provide practical application of content, they summarize their understanding of the developing child, including areas in which they hope to learn more.

EDUC 1013 - Making Connections: The Well-Being of Children

(2 cr.) Children‘s overall well-being is related not only to their health and safety but also to quality relationships among early childhood professionals, family, and community members. In this course, education professionals examine themes, issues, and challenges related to the fostering of children‘s overall well-being. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, developments, and possibilities related to healthy growth and development within early childhood, family, and community settings. Additionally, education professionals assess and discuss resources in the area of early childhood education to further their professional development.

EDUC 1014 - Understanding Today’s Instructional Environments♦

(5 cr.) Learning in the 21st century can take place anytime and anywhere. This course provides an overview of the various settings in which teaching and learning occur. Education professionals explore the dynamics of traditional face-to-face, hybrid, and online instructional environments found in such areas as corporate training, higher education, K–12 education, government, healthcare, and nonprofit organizations. Applying course concepts and theories, education professionals construct a concept map of important categories and characteristics of learners. They also compare components of various learning environments and structure them for effective learning and engagement.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 1015 - How People Learn♦

(5 cr.) Humans are complex and the ways in which they learn are influenced by many factors. In this course, education professionals examine the major theories of how humans learn, including behaviorism, constructivism, and emerging theories based on brain research. They also explore the concepts of multiple intelligences and learning styles, as well as the influences of emotion, culture, and motivation on the learning process. Employing course concepts and principles, education professionals apply learning theories to learning experiences and analyze themselves as adult learners. They also discuss a variety of topics, such as the learning process, social

learning theories and online learning, factors that affect online learning and adult learners and online learning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 1016 - Foundations of Educational Studies♦

(5 cr.) Education is a core value in our society. The types of educational opportunities available, the manner in which they are made available, and the ways in which people participate have changed drastically over time. In this course, education professionals explore the structure and history of educational systems in the United States, the wide variety of settings in which learning occurs, and how the role of education in society has changed over time. They also explore the multiple career paths available to them in the field of education.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 2001 - Language Development♦

(5 cr.) This course focuses on the theories of language acquisition and language development of young children from infancy through preschool. Education professionals explore how children acquire and develop language, and they gain an understanding of emergent reading and writing. They engage in coursework that emphasizes bilingualism, atypical speech and language development, and the impact of culture and environment on language. Additionally, education professionals make connections between course concepts and share ideas and perspectives though weekly discussions on a range of topics, such as language and the brain, adult roles in language development, early literacy, and challenges for second-language learners, among others.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 2002 - Children's Literature♦

(5 cr.) Children‘s literature can delight and inspire young readers as well as promote respect for diversity. In this survey course, education professionals focus on the power and quality of children‘s literature from birth through adolescence. Education professionals explore a wide variety of genres and learn the characteristics of high-quality literature. They gain practical experience critically evaluating and selecting books from various genres for specific age groups. They also learn about prominent authors, illustrators, and book awards.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 2003 - Human Development♦

(5 cr.) To fully appreciate and understand ourselves and others, we must have a basic understanding of human cognitive, emotional, and social development. In this course, education professionals examine the basic developmental stages that all humans undergo throughout their lifespan, from infancy to adulthood. They explore these topics with consideration to issues of gender, ethnicity, social class, and culture. Applying course concepts and theories, education professionals engage in an integrative project through which they create a character for whom they map human development and progress benchmarks from infancy through early adulthood. Through this project, they gain a deeper understanding of life-span development and major theories used to view human development.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 2004 - Literacy in the 21st Century♦

(5 cr.) The technology-centered and information-rich world in which we live and work requires an expanded definition of what it means to be literate. Education professionals in this course examine the skills and strategies necessary for success in a digital information society. They explore multimedia and Internet technologies that enhance learning by facilitating collaboration, communication, and problem solving. Education professionals apply 21st-century literacy skills through a collaborative project in which they research a topic within the current field of literacy; they communicate their findings in a multimedia presentation. *Prerequisite(s):* EDUC 1014.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 2011 - Making Connections: The Foundations of Literacy

(2 cr.) Education professionals in this course explore the themes, issues, and developments in the foundations of literacy. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the fields of language development and children‘s literature. Demonstrating knowledge of key concepts and theories, education professionals engage in written assignments designed to provide practical application of course content on a variety of topics, such as the benefits and impact of literacy, how literacy serves as a tool of social equity, and strategies to support family literacy and literacy programs.

EDUC 2012 - Understanding and Valuing Creativity♦

(5 cr.) Innovating and risk taking, critical thinking and problem solving, and communicating and collaborating—all of these are essential skills for the 21st century, and all are intrinsically linked to creativity. Education professionals in this course explore the abundant meanings, value, and applications of creativity as they pertain to learning and life. They consider how encouraging and celebrating creativity in themselves, their colleagues, and today‘s learners can benefit society.

They achieve understanding through an integrative, collaborative wiki project through which they develop a definition of creativity based on theories and philosophical viewpoints, determine how creativity develops throughout the lifespan, describe how to foster creativity in others, and develop creative techniques to solve problems and promote critical thinking.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3003 - Observation and Assessment of the Young Child♦

(5 cr.) In this course, education professionals explore developmentally appropriate formal and informal assessments, including observational techniques for assessing young children's development and learning. Education professionals learn how to use specific tools and the data generated from them to inform effective decision making and instructional planning. They also consider and discuss ethical and legal considerations as well as other related issues and controversies. Applying course concepts, education professionals participate in an integrative child observation project through which they gain a deeper understanding of the process of assessment, the role of observation, and the importance of considering children as individuals.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3004 - Curriculum Design♦

(5 cr.) This course provides education professionals with the opportunity to gain the fundamental skills needed for planning, designing, and delivering engaging learning experiences. They examine the elements of effective curriculum design, learn how to write measurable learning objectives, and explore tools, technologies, and resources for developing curriculum. They share perspectives and gain practical insight on course concepts through discussions on various topics, such as instructional designer responsibilities in creating effective curriculum, learning objective analysis, assessment formats, and curriculum design proposals. Additionally, education professionals reflect on learning and consider how they can use knowledge gained throughout the course in future personal, academic, and professional future endeavors. *Prerequisite(s):* EDUC 1014.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3005 - Evaluation and Assessment♦

(5 cr.) Program evaluation and learner assessment are fundamental components to the process of designing effective learning experiences. In this course, education professionals investigate major concepts, principles, and methodologies related to evaluation and assessment. They explore the selection of assessment tools, measurement of learning outcomes, and performance evaluation. Education professionals learn how to use information gained from assessments as a tool for improving learning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3006 - Designing Curriculum♦

(5 cr.) This course provides education professionals with the opportunity to gain the fundamental skills needed for planning, designing, and delivering effective learning experiences. They examine the elements of effective curriculum design, and they explore tools, technologies, and resources for developing curriculum. They also discuss the role of instructional designers, course goals and objectives, assessment techniques, and emerging issues in the field. Moreover, education professionals gain practical experience in applying Bloom and Fink taxonomies as well as writing goals and objectives, congruent assessments, learning plans, and instructional steps. *Prerequisite(s):* EDUC 1014.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3007 - Assessment and Evaluation♦

(5 cr.) Assessment and evaluation are fundamental to the process of designing effective learning experiences. In this course, education professionals investigate major concepts, principles, and methodologies related to evaluation and assessment. They explore the selection of assessment tools, measurement of learning outcomes, and evaluation of performance. Additionally, education professionals learn how to use information gained from assessments as a tool for improving practice. *Prerequisite(s):* EDUC 1015.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3008 - Diversity in Education♦

(5 cr.) People have different backgrounds, perspectives, and values; similarly, they have different approaches to learning. Individuals who work in educational environments and serve as agents of social change must recognize and honor these differences. Education professionals in this course examine how the need to serve people of differing social groups, cultures, and abilities offers challenges and opportunities in today‘s learning environments. They reflect on their attitudes, beliefs, and biases regarding diversity and learn approaches to help ensure equitable access and meaningful learning in a variety of educational settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3009 - Technology and Education♦

(5 cr.) Technology is becoming a central aspect of our everyday lives and has a profound impact on the way we work, play, and learn. In this course, education professionals explore and discuss how our technology-rich world influences different generations of learners and their learning preferences. Through conceptual and application-based assignments, they also learn how to integrate technology into teaching and learning processes to meet the needs of diverse learners as well as how to harness Internet technologies to enhance the work of students by facilitating collaboration, communication, and problem solving.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3010 - 21st Century Learning♦

(5 cr.) Professionals in all areas of education, such as teaching, workforce training, and policy making, must be cognizant of the knowledge and skills required to adapt to 21st-century-specific change. In this course, education professionals explore the proficiencies essential to navigating the 21st-century learning landscape to position themselves for professional flexibility and success. They examine how the nature of knowledge, literacy, and learning is changing as a result of new technology. Education professionals gain a practical understanding of ways to learn and function effectively in this new, evolving environment through investigations and discussions on emerging research on learning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3011 - Making Connections: Managing and Leading Early Childhood Programs♦

(2 cr.) Managing child development centers in the 21st century requires a complex array of leadership skills and dispositions. In this course, education professionals explore the various types, purposes, and theoretical foundations of child development programs, and they examine the National Association for the Education of Young Children (NAEYC) core competencies for directors. They engage in discussions and assignments that emphasize the leader‘s role in managing the organization as a whole, including overseeing regulatory and business concerns, establishing policies and procedures, and implementing the organization‘s mission and vision.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3012 - Making Connections: Fiscal and Personnel Management of Child Development Centers and Programs

(2 cr.) A child development center is a business like any other; it must be operated and staffed with precision. This course prepares child development center directors and managers for the

financial and human relations aspects of the job. Topics covered include constructing and managing a budget, maintaining accurate financial reports, fundraising, staffing, personnel management, and professional development.

EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field♦

(5 cr.) The landscape of early care and education is constantly changing. Education professionals in this course examine these changes, focusing on the roles and responsibilities of the early childhood teaching professional in infant/toddler and preschool settings. Education professionals explore the complexities of developmentally appropriate practice and learn what it means to be an advocate for children, their families, and the profession itself. They engage in discussions and assignments that emphasize the importance of keeping up with current research in the field and engaging in professional activities and organizations to ensure continual professional growth and learning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3103 - Guiding Young Children's Behavior♦

(5 cr.) Proactive guidance and positive, safe learning environments promote healthy child development and learning. Education professionals in this course focus on understanding and fostering social and emotional development in preschool-age children, and they learn strategies for establishing classroom communities in which all children feel safe, valued, and respected. They explore a range of topics, including teaching social skills, routines, and procedures; collaborating with families; preventing and working with challenging behaviors; developing problem-solving abilities; and organizing the classroom setting to support learning, cooperation, and social and emotional growth.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3111 - Making Connections: Foundations of Preschool Teaching

(2 cr.) Professionalism, advocacy, and preschool education provide the focus of the themes, issues, and challenges that education professionals examine in this course. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to working in the early childhood field with preschool-age children and their families. Applying course concepts, education professionals consider and explain the role and benefits of play for children and adults, and they summarize their thinking in regard to cultivating healthy development and learning in children through connections with nature.

EDUC 3112 - Making Connections: Effective Learning Environments

(2 cr.) The development of optimal preschool learning environments and related themes, issues, and challenges provide the framework for this course. Education professionals make connections between the topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with establishing effective preschool learning environments. Through a case study scenario, they apply their knowledge of preschool children as well as concepts learned in the course to describe components that they believe are essential to optimal preschool environments. They also consider and summarize the importance of creativity, how creativity has affected their own lives, and how they would go about fostering creativity in the learning environment.

EDUC 3202 - Quality Programs for Infants and Toddlers♦

(5 cr.) This course provides education professionals with the opportunity to focus on the breadth and depth of the field of infant/toddler care and education, emphasizing characteristics of quality infant/toddler programs. Education professionals learn the foundations of infant/toddler development, the integral role of the infant/toddler professional in fostering children‘s growth and ensuring family involvement, and theoretical frameworks key to quality programs. They also explore the components of high-quality environments and what it means to be an advocate for young children, their families, and the profession.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3203 - Infant/Toddler Mental Health♦

(5 cr.) Positive developmental progress in infants/toddlers depends on many factors, including the overall promotion of mental health, prevention of occurrence or escalation of mental health problems, and the effective treatment of mental health needs. Education professionals in this course explore current research in the field of infant/toddler mental health, through which they gain practical insight on protective and risk factors in family environments; social and emotional developmental challenges; developmentally appropriate infant/toddler screening and assessment; diagnostic classification systems for infant/toddler mental health; effective intervention strategies; and collaborative services approaches. Moreover, education professionals apply course concepts through practical assignments, such as the development of a fact sheet designed to educate child development professionals about the importance of the field of infant/toddler mental health.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3204 - Family Cultures of Infants and Toddlers♦

(5 cr.) This course provides an overview of the way culture impacts typical conceptions of infant/toddler development and interactions. Education professionals focus on the ability to form healthy working relationships and respectful partnerships with the families of infants and toddlers across a range of cultures. They investigate the meaning of various child-rearing behaviors and how they relate to family expectations and cultural traditions, with the goal of developing culturally appropriate practices. Education professionals also make connections and share perspectives through discussions on related topics, such as cultural differences in care-giving practices, attachment and separation, perspectives on play, and effective communication, among others.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3211 - Making Connections: Foundations of Infant/Toddler Care and Education

(2 cr.) An important role of the child development professional is to understand how to use support services and programs to aid the healthy development and learning of young children and their families. In this course, education professionals examine themes, issues, and controversies central to the field of infant/toddler care and education, and they critically analyze ways to support the healthy development and learning of infants and toddlers through food and nutrition programs, vaccinations, and early intervention services. Education professionals make connections between the topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities that infant/toddler professionals must understand.

EDUC 3212 - Making Connections: Healthy Infant/Toddler Growth and Development

(2 cr.) Education professionals in this course focus on healthy infant/toddler growth and development as well as related themes, issues, and challenges. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with the overall well-being of very young children. Applying course concepts and gaining deeper insight on topics, education professionals also engage in practical writing activities, such as the development of a resource sheet for child development professionals that includes information on factors promoting healthy growth and development. *(Co-requisites: EDUC 3203 - Infant/Toddler Mental Health and EDUC 3204 - Family Cultures of Infants and Toddlers.)*

EDUC 3301 - School-Age and Adolescent Development♦

(5 cr.) Education professionals in this course gain a fundamental understanding of how school-age children and adolescents develop and learn. They examine typical and atypical cognitive,

physical, and social-emotional development as well as the relationship among these developmental domains. They also compare theories of development; develop a presentation that identifies and explains specific strategies, methods, or activities for the promotion of health and well-being in middle childhood; engage in a field study to gain real-world insight on the affective and social development of children between the ages of 6 and 12; and complete an integrative research paper on critical, topical issues related to school-age and adolescent development.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3302 - Making Connections: Professions in the Field of School-Age and Adolescent Development

(2 cr.) This course provides education professionals with an overview of the practices and professions in the field of school-age and adolescent development, including such topics as careers; interpersonal and professional skills; and ethical/legal guidelines needed for working with school-age children and adolescents, families, and other professionals. Education professionals explore a variety of organizations that are devoted to fostering the healthy development of school-age children and adolescents. They also have the opportunity to investigate a profession of their choice to learn the responsibilities and tasks it entails. Additionally, education professionals describe what they perceive to be the professional relationship between ethical and legal obligations as well as the significance of law and ethics in the field of school-age and adolescent development.

EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents♦

(5 cr.) Educators have a responsibility to guide and motivate as well as to foster self-esteem and resilience in school-age children and adolescents. Education professionals in this course address a continuum of effective strategies needed for working with school-age children and adolescents in group and classroom settings. Such strategies include effective communication, positive guidance, modeling/mentoring, intrinsic and extrinsic motivation, fostering self-esteem, promoting resilience, and problem-solving and conflict-resolution skills. They learn to apply theory to practice as they critically analyze several theoretical constructs and consider their implications for working with school-age children and adolescents in group and/or classroom settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 3304 - Making Connections: Effective Learning Environments for School-Age Children and Adolescents

(2 cr.) Often times, the setting in which learning occurs is equally important as the material taught and method of teaching. In this course, education professionals examine effective learning environments for school-age children and adolescents. They make connections between key

topics and their personal experiences, interests, and aspirations; other coursework; current research; real-world settings; and future trends, challenges, and possibilities related to the healthy development and learning of school-age children and adolescents. Demonstrating knowledge and applying concepts, education professionals consider and describe how their definition of an effective learning environment has changed as a result of their learning. They also gain real-world insight into how to design effective learning environments by interviewing a professional in the field.

EDUC 4001 - Capstone

(7 cr.) This course provides education professionals the opportunity to integrate theories of child development, principles of effective early childhood practice, and methods of working with young children and their families. Education professionals engage in projects that demonstrate synthesis and application of this knowledge. Through these projects, they consider the knowledge and skills gained throughout the program and how they can apply them to future work in the early childhood/child development field. They also have the opportunity to research a position in early education, interview a professional in the field, develop a resume and cover letter, and reflect on professional competencies and areas for professional growth. *Prerequisite(s):* Completion of all other required coursework.)

EDUC 4004 - Children with Special Needs♦

(5 cr.) Educators understand that all individuals are unique with varying abilities and needs. This course provides education professionals with an overview of exceptionalities in children from birth through adolescence. They engage in coursework that highlights early identification, referral, intervention, inclusion, and the related psychosocial needs of children and their families. They discuss complexities related to labeling children, inclusion, and challenging myths and stereotypes. In addition, education professionals explore federal and state legislation that guides educational requirements.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4005 - Cultural and Linguistic Diversity♦

(5 cr.) This course emphasizes the importance of being responsive to the languages and cultures of individual children and their families and communities to effectively support learning and development. Education professionals broaden their understanding of culture as a framework that includes not only language and ethnicity but also gender, socioeconomic status, exceptionalities, family configuration, sexual orientation, personal interests, and many other aspects of one‘s individuality. In addition, education professionals reflect on their own cultural frameworks and examine personal attitudes and beliefs.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4006 - Making Connections: Operating Child Development Centers and Programs

(2 cr.) Operating a child development center requires the wearing of multiple hats. This course focuses on the day-to-day operational duties managers and directors must perform in order to keep the facility running safely and smoothly. Topics include marketing and public relations; facilities management to ensure proper health, nutrition, and safety conditions; and family communication and support. Legal and ethical issues in working with children and families are also explored.

EDUC 4011 - Making Connections: The Individuality of Children

(2 cr.) In this course, education professionals address themes, issues, and controversies related to the special needs and individuality of children. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities associated with understanding and meeting the needs of individual children and their families. Through written assignments designed to provide practical application of content, education professionals analyze topical sources focused on disability culture and autism and then make connections, describe how their thinking has changed as a result of their analysis, and summarize new perspectives.

EDUC 4012 - Making Connections: Living in a Diverse World

(2 cr.) Education professionals in this course examine themes, issues, and challenges specific to living in a diverse society. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research and controversies; real-world early childhood settings; and future trends and possibilities related to the areas of social responsibility and cultural and linguistic diversity. They delve deeper into content and share ideas and perspectives through discussions on a range of topics, such as methods to strengthen communities and strategies and challenges of international adoption.

EDUC 4013 - Motivation and Learning♦

(5 cr.) Motivation is an important precursor to learning; yet, what motivates people of different ages and different backgrounds to participate and persist in learning opportunities varies widely. In this course, education professionals explore foundational theories of motivation and how these impact learning. They investigate applications of theories of motivation to understand what occurs in different learning environments. They also explore how to use these theories to help those who work in educational environments make effective decisions about their practice.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4014 - Legal and Ethical Issues in Education♦

(5 cr.) An understanding of legal and ethical issues that impact the lives and interests of learners is critical to those who work in all types of educational settings. In this course, education professionals examine issues surrounding state and national educational policy; constitutional issues concerning equal opportunity, privacy, and access; and the legal requirements of working with children and adults from different backgrounds. Through activities and discussions, education professionals practice ethical decision making and consider their own beliefs and biases about ethical issues in education.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4015 - Educational Studies Capstone

(5 cr.) The capstone experience provides education professionals the opportunity to integrate their understanding of educational concepts and processes learned throughout the program. They complete an integrative project that demonstrates their ability to apply this knowledge to the real world. Education professionals identify professional opportunities in the field of education and make connections between program learning outcomes and their job of interest, thus demonstrating how fulfilling learning outcomes provided them the skills, knowledge, and qualifications required for the position. *Prerequisite(s):* Completion of all other program coursework.)

EDUC 4102 - Play and Learning for the Preschool Child♦

(5 cr.) In this course, education professionals address an essential question in early childhood education: Why is play integral to children‘s development and learning? They learn the theory, methods, and materials needed to support and enhance children‘s play and learning in preschool settings, and they gain an understanding of the vital role of play in fostering growth in each of the developmental domains. They also explore how to arrange developmentally appropriate environments; provide opportunities for high-quality, productive play, and learning experiences; and assess development and learning through observation of play-based activities and learning experiences.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4104 - Inclusive Practices in Classroom Communities♦

(5 cr.) All children have the right to develop and learn in classroom communities that support diverse, individual needs. In this course, education professionals explore the ways in which preschool teachers can build inclusive environments that exemplify developmentally appropriate practice. Education professionals learn strategies that support inclusion, meet identified needs, and foster a sense of classroom community. They also engage in coursework focused on observation and assessment, partnership development with families, collaboration with support

resources, legal regulations and issues, and the roles of reflection and evidence-based decision making.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4105 - Early Literacy♦

(5 cr.) In this course, education professionals explore current research on the most effective methods of promoting literacy development in preschool children. Using the ―five pillars" of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as an organizational framework, education professionals explore the characteristics of emergent readers and writers. They also learn about developmentally appropriate assessments, materials, and strategies for instruction, including developing literacy through play and effectively using current technologies. They also engage in coursework that highlights the integral role of literacy across the curriculum.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4106 - Teaching Across Content Areas in Preschool♦

(5 cr.) Teaching within and across specific content areas in the preschool curriculum requires practices that are engaging, meaningful, and developmentally appropriate. Education professionals in this course learn how to develop significant and enduring early childhood learning experiences in mathematics, social studies, science, language and literacy, health and physical education, and the visual and performing arts. They engage in practical applications and discussions on planning and implementing child-centered, age-appropriate curriculum and assessment as well as strategies for integrating content areas, including the project approach.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4112 - Making Connections: Interdisciplinary Teaching and Learning

(2 cr.) In this course, education professionals examine the themes, issues, and challenges related to developmentally appropriate teaching and learning at the preschool level. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with interdisciplinary preschool teaching and learning. Using a case study scenario, education professionals demonstrate their understandings of the project approach by developing a short overview explaining its function as well as how it represents developmentally appropriate practice. They also assess examples of project-based learning and evaluate what children can learn from such experiences.

EDUC 4205 - Developmentally Appropriate Practices in Infant Settings♦

(5 cr.) Through this course, education professionals engage in an in-depth exploration of infant growth and development. They examine the role of the caregiver; components of high-quality caregiver-child relationships; and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. They also explore methods to understand and work with families, observation skills, attachment, separation, continuity of care, brain development, and the creation of nurturing environments for very young children and their families. Demonstrating their understanding of course content, education professionals apply concepts through practical assignments, such as the development of a newsletter that provides information on the influence of infant settings on supporting young children and their families.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings♦

(5 cr.) Education professionals in this course engage in an in-depth exploration of toddler growth and development. They explore the role of the toddler caregiver/teacher; the components of high-quality adult-child relationships; and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. Education professionals engage in readings and course assignments focused on observation skills, attachment, separation, working with families, and creating inspiring and supportive environments for young children and their families. They also share perspectives and make connections through discussions on related topics, such as cultural values and beliefs, separations and reunions, play and the environment, and identity formation and cultural responsiveness, among others.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4211 - Making Connections: Effective Programs for Infants and Toddlers

(2 cr.) In this course, education professionals focus on themes and issues related to the challenge of developing and maintaining high-quality infant/toddler settings. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to effective programs for infants and toddlers. Through practical exercises, they describe how infants and toddlers exhibit prosocial behavior as well as why it is important for infant/toddler programs to foster such behavior. Education professionals also compose an article conveying the importance of applying brain research to policies, programs, and/or families to foster lifelong healthy development and learning.

EDUC 4301 - School-Age Children and Adolescence in a Multicultural Society♦

(5 cr.) In today‘s multicultural society, educators must be cognizant of the ways in which they teach culturally diverse values and social attitudes to school-age children and adolescents.

Education professionals in this course examine these values and attitudes as well as ways to transmit such concepts in the classroom. They explore topics of ethnicity, language, gender, sexual orientation, and socioeconomic status. They also examine how each of these areas of diversity affects school-age children and adolescents as well as how they relate to stereotyping and bias.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4302 - Home, School, and Community♦

(5 cr.) Education professionals in this course explore the spheres of influence on school-age children and adolescents and the techniques needed to facilitate positive relationships among homes, schools, and communities to foster healthy development and learning. They explore and discuss the definition of home, school, and community; research on the benefits of partnerships; home visits and shared decision making; expectations and accountability; volunteer screening; and examples of successful educational partnerships. Applying course concepts, education professionals engage in an integrative project through which they develop a handbook of best practices for forming home, school, and community partnerships, including challenges, strategies, and potential legal and ethical issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4303 - Trends and Issues in School-Age Children♦

(5 cr.) By understanding the relationship between children‘s health, culture, and socioeconomic status, in addition to related trends and issues, professionals who work with school-age children are in a better position to address and respond to these issues and related challenges effectively. Education professionals in this course critically examine selected issues and trends related to school-age children, such as technology/media, bullying, gender, abuse prevention, drugs/alcohol, obesity/eating disorders, stress, peer relationships, and school success. They demonstrate their understanding of course concepts through various applications, including the creation of an informative brochure for the purpose of explaining topical issues on health and wellness to parents and other stakeholders.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4304 - Trends and Issues in Adolescence♦

(5 cr.) Physical changes and social pressures make adolescence a challenging time for many teens; therefore, it is important for professionals to be aware of current trends and critical issues that affect the mental and physical well-being of this age group. Education professionals in this course examine and discuss selected issues and trends related to adolescents, such as technology/media, cyber-bullying, gender, sexual orientation, drugs/alcohol, obesity/eating

disorders, depression, self-injury, suicide, teenage pregnancy, and school success. Applying course concepts, education professionals engage in practical exercises, such as research analyses through which they explore the connections between topical issues and the larger world as they affect adolescents and their transition into adulthood.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 4305 - Making Connections: The Role of the Professional

(2 cr.) In this course, education professionals explore the role of the professional as advocate, interventionist, family liaison, and public policymaker. They make connections between key topics and their personal experiences, interests, and aspirations; other coursework; current research; real-world settings; and future trends, challenges, and possibilities related to the development of the whole child. They engage in various discussions and activities related to the responsibilities of educators, such as the development of action plans detailing how they would organize and participate in interventions in response to specific situations. Education professionals also consider how they might engage in advocacy as part of their current or future profession.

EDUC 4500 - Capstone

(7 cr.) This course provides education professionals with the opportunity to integrate knowledge of child development; principles and methods of working with school-age children and adolescents; and current research, issues, and trends that affect this age group. They create an integrative project that demonstrates synthesis and application of this knowledge. They consider professional goals while reflecting on research, issues, and trends explored throughout the program. Education professionals research a variety of positions in the field based on interests gained from learning experiences, and they develop a resume and cover letter to distinguish themselves competitively. Additionally, they complete a professional development plan through which they set goals and consider areas for further professional development. *Prerequisite(s):* Completion of all other required coursework.)

EDUC 5005 - Foundations: Early Childhood Studies

(4.5 sem. cr.) This course focuses on the study of leadership and professionalism in the early childhood field, examining current research, ethical considerations, and multiple theories of child development, teaching, and learning. Students will be introduced to the foundation of evidence-based research and decision-making, which will be interwoven throughout the program. This course will also build student understanding of the philosophy, requirements, and community of Walden University, the Richard W. Riley College of Education and Leadership, and the master‘s in Early Childhood Studies.

EDUC 5105 - Organizations, Innovation, and Change

(4.5 sem. cr.) Understanding the fundamentals of organizational behavior and change management are essential for facilitating innovation in any organization. In this course, students

examine the role the instructional designer can play in managing change within an organization. Students evaluate leadership qualities and practices that foster and sustain innovation in settings such as corporations, higher education, K–12 education, government, healthcare, and nonprofit organizations. Topics include the resistance to change and barriers to innovation, as well as problem-solving techniques that promote competitive advantage.

EDUC 5115 - Learning Theories and Instruction

(4.5 sem. cr.) Effective instructional design begins with an understanding of the learning process. This course examines behaviorist, cognitive, constructivist, and social learning theories, and their relationship to instructional practices and course design. Factors that influence learning, such as learning styles, motivation, and engagement, are also explored. *(Prerequisite(s):* EDUC 5105).

EDUC 5160 - Early Childhood Development

(4.5 sem. cr.) This course looks closely at typical and atypical physical, cognitive/language, and social and emotional development. Attention will be paid to the powerful and important role cultural and linguistic diversity play in the development of children prenatal through age 8. Students will observe children in a variety of settings, learn how adults can support healthy development, and study new findings related to the factors that foster and impede healthy development and learning. *Prerequisite(s):* EDUC 5005).

EDUC 5161 - Effective Programs and Practices

(4.5 sem. cr.) Research states that long-term benefits from early childhood programs result only when the programs are of high quality. This course focuses on the components essential to program effectiveness, including planning for, improving, and evaluating program quality. Students will learn research-based, effective practices for promoting learning and development across developmental domains and subject matter areas from birth through age 8. *(Prerequisite(s):* EDUC 5160).

EDUC 5162 - Issues and Trends in the Early Childhood Field

(4.5 sem. cr.) Leaders in the early childhood field must have in-depth understanding of the critical issues and trends affecting young children, their families, and the field. Students will study such topics as the impact of changing demographics, the influence of politics and economics on programmatic funding streams, current debates related to school success, the achievement gap, effective assessment, and the impact of brain research on early development, care, and education from both a historical and current perspective. *(Prerequisite(s):* EDUC 5161).

EDUC 6000 - Success Strategies in the Online Environment

(3 sem. cr.) Education professionals are introduced to Walden University and to the requirements and skills needed for successful participation in an online curriculum, such as the use of Internet tools, e-mail, electronic mailing lists, Web browsers, and other critical tools in

this course. Education professionals work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They explore resources used throughout the program, and they engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

EDUC 6002 - Foundations: Educational Leadership and Administration

(3 sem. cr.) This course begins by building principal candidates‘ understanding of the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Leadership, and the Principal Preparation program. Principal candidates complete a pre-assessment, develop an individual learning plan, and submit their Field Experience application and plan. Following this essential introductory work, principal candidates begin their study of school leadership by focusing on the structures of school organizations and leadership styles.

EDUC 6005 - Foundations: Early Childhood Studies

(3 sem. cr.) In this course, education professionals focus on leadership and professionalism in the early childhood field; analysis of current research; ethical considerations; and multiple theories of child development, teaching, and learning. Education professionals are introduced to the foundation of evidence-based research and decision making, which is interwoven throughout the program. Education professionals also build understanding of the philosophy, requirements, and community of Walden University, the Richard W. Riley College of Education and Leadership, and the M.S. in Early Childhood Studies program.

EDUC 6105 - Organizations, Innovation, and Change♦

(3 sem. cr.) Understanding the fundamentals of organizational behavior and change management are essential for facilitating innovation in any organization. In this course, education professionals examine the role of instructional designers in managing change within an organization. They evaluate leadership qualities and practices that foster and sustain innovation in various settings, such as corporations, higher education, K–12 education, government, healthcare, and nonprofit organizations. They also explore the resistance to change and barriers to innovation as well as problem-solving techniques that promote competitive advantage.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6115 - Learning Theories and Instruction♦

(3 sem. cr.) Effective instructional design begins with an understanding of the learning process. The behaviorist, cognitive, constructivist, and social learning theories, and their relationship to instructional practices and course design, is also examined. Factors that influence learning, such as learning styles, motivation, and engagement, are also explored.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6125 - Foundations of Research♦

(3 sem. cr.) An introduction to the principles and processes of research is provided in this course. Education professionals explore the various steps and considerations of the research process. They develop an understanding of basic research methodologies and statistical analyses, learn how to formulate research problems and questions, conduct a literature review, and critique and evaluate research. Additionally, they consider the ethical responsibilities of the researcher.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6135 - Distance Learning♦

(3 sem. cr.) Online education could be the driving force that transforms education and training practices in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for the design and development of distance-learning programs. They examine the different models, theories, and technologies used in the development and delivery of online education and training programs. They also explore the implications and considerations of designing instruction for blended, fully online, instructor-led, and self-paced learning environments.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6145 - Project Management in Education and Training♦

(3 sem. cr.) Purposeful and careful planning is a key element to the success of any program. In this course, education professionals explore the systematic approaches to project management. Education professionals learn to use various project management tools, procedures, and methodologies, which they apply to projects in a real-world education or training environment. They also analyze the interrelated nature of the triple constraints of time, cost, and scope as well as their influence on the overall quality of the project.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6155 - Understanding Higher Education

(3 sem. cr.) Historical perspectives on the development of higher education are useful in understanding the characteristics of our current system and future trends. The social, political, and economic context in which four-year colleges, community colleges, and universities operate is introduced in this course. Education professionals explore how institutions of higher education

apply business principles to renew their commitment to student learning and achieve their mission and goals effectively. They also become familiar with the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Leadership, and the M.S. in Higher Education program.

EDUC 6156 - Understanding Students: Learning, Development, and Diversity♦

(3 sem. cr.) The success of any business is tied directly to its ability to serve its customers effectively. In higher education, those customers are students. In this course, education professionals examine fundamental principles of student learning and development as well as the implications of these principles for adult learners from a variety of backgrounds who have diverse needs and are in different stages of the educational process. They investigate and discuss factors affecting students‘ educational goals and aspirations, their ability to stay in college, and the impact of their educational experiences on their learning and development; through this exploration and discussion, education professionals gain a better understanding of the ways leaders can improve these outcomes.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture♦

(3 sem. cr.) Effective leadership within colleges and universities depends on the ability to identify important aspects of an organization‘s structure and culture as well as to adapt one‘s behavior to that culture. In this course, education professionals examine patterns of organization, governance, and culture in higher education, and they assess strategies for working effectively within governance structures and organizational cultures to achieve desired goals. They engage in readings and assignments that emphasize the organization‘s ability to learn and change in response to internal and external factors, including the ever-changing use of technology in academic programs and services.

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EDUC 6158 - Using Research and Data to Drive Decision Making♦

(3 sem. cr.) Making good decisions in higher education requires the effective use of an array of information sources. In this course, education professionals investigate strategies for implementing data-informed, decision-making processes, including critiquing and evaluating research findings, locating and interpreting appropriate data sources and making credible arguments based on current industry trends and institutional data. They also complete learning activities through which they focus on determining the implications of research and data for key institutional issues and using this knowledge to drive quality improvement.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6160 - Early Childhood Development

(3 sem. cr.) Education professionals in this course critically examine typical and atypical physical, cognitive/language, and social and emotional development. They examine the powerful and important influence of cultural and linguistic diversity on the development of children from the prenatal stage through age 8. They also examine new findings related to the factors that foster and impede healthy development and learning, and they explore how adults can support healthy development. Additionally, education professionals have the opportunity to observe children in a variety of settings to gain practical insight on the developing child in the real-world.

EDUC 6161 - Effective Programs and Practices♦

(3 sem. cr.) Researchers indicate that long-term benefits from early childhood programs result only when the programs are of high quality. In this course, education professionals explore the components essential to program effectiveness, including planning for, improving, and evaluating program quality. They learn research-based, effective practices for promoting learning and development across developmental domains and subject matter areas in children from birth through age 8. Education professionals transfer new knowledge and skills to an authentic context through practical assignments, such as reflective blog posts and real-world observations of professionals in the field.

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EDUC 6162 - Issues and Trends in the Early Childhood Field♦

(3 sem. cr.) Leaders in the early childhood field must have in-depth understanding of the critical issues and trends affecting young children, their families, and the field. Education professionals in this course explore changing demographics; political and economic influence on programmatic funding streams; current debates related to school success, effective assessment and the achievement gap; and brain research influence on early development, care, and education from a historical and current perspective. Sharing perspectives and making connections with the professional world, educational professionals post blogs to establish contacts with early childhood professionals; reach out to international contacts in the field to gain an understanding poverty issues in different regions, issues related to excellence at the forefront of professional discussions, and insight on further development opportunities; and share Web resources, such as websites and e-newsletters.

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EDUC 6163 - Building Research Competencies♦

(3 sem. cr.) Nearly all professionals benefit from the ability to understand, evaluate, and use research effectively. In this course, education professionals prepare to be knowledgeable consumers of research, understand the language of research, and apply research and inquiry

skills to the early childhood field. They engage in a variety of conceptual and application-based assignments focused on building skills in analyzing trends, critically assessing emerging knowledge, and using a variety of tools to access and evaluate research. They also have the opportunity to practice and apply course concepts and theories through research on early childhood research topics of personal or professional interest.

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EDUC 6164 - Perspectives on Diversity and Equity♦

(3 sem. cr.) Understanding and respecting the diversity and individuality of every child and family is central to effective practice and at the heart of the early childhood field. Education professionals in this course examine family cultures and their impact on children and programs, and they investigate issues related to access, equity, and social justice. Through assignments designed to provide practical application of content, they also work toward developing an in-depth understanding of the intricacies of diversity, scrutinizing their own biases to effectively work with and advocate for all children and families.

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

(3 sem. cr.) Professionals in the field of early childhood education must engage often with other colleagues, families, agencies, and government officials; therefore, communication and collaboration skills are essential to effective and productive work in the field. Education professionals in this course explore the use of tools and strategies to collaborate with others, such as building relationships, teaming, negotiating, problem solving, resolving conflicts, and building consensus. They engage in coursework that emphasizes effective practices for working with diverse families, collaboration with colleagues to improve programs and services for children and families, and communication skills needed to advocate and work effectively with agencies and government officials. Through this course, education professionals learn and practice techniques essential to effective one-on-one interactions and group work while deepening their understanding of how cultural responsiveness influences successful communication and collaboration.

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EDUC 6166 - Developing People and Leading Teams♦

(3 sem. cr.) The success of any manager is largely dependent on the leadership they provide their staff. This course explores the roles and responsibilities of directors and/or administrators in effectively managing individuals and leading teams for early childhood programs. Education professionals in this course will focus on staff recruitment, evaluation, and development and

identify the skills and knowledge required to create positive environments and achieve individual, as well as organizational goals. This course will challenge the educator to consider the ethical, legal, and cultural implications of working with a diverse staff, with emphasis given to the importance of effective communication in maintaining productive relationships.

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EDUC 6167 - Budgeting and Allocating Resources♦

(3 sem. cr.) Administrators of early childhood programs must be able to effectively budget and allocate resources. Education professionals in this course explore the role of the administrator in budgeting and handling resource allocation for early childhood programs. They examine processes for effectively managing budgets and explore strategies designed to help them understand and communicate budgets to stakeholders. Education professionals also explore the various sources of funding and plan a budget for an early childhood education program.

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EDUC 6168 - Planning and Managing Early Childhood Programs♦

(3 sem. cr.) Effective early childhood directors/administrators are responsible for planning, implementing, and evaluating programs to ensure quality experiences for the children and families they serve. This course focuses on the wide range of roles in which effective administrators must excel, including developing and maintaining the program‘s mission and vision, understanding regulatory and accreditation requirements, marketing, and providing all children proper nutrition and safety while in their care. Education professionals in this course will also examine the importance of engaging in meaningful communication with parents, families, and communities.

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EDUC 6170 - Dynamics of Adult Teaching and Learning♦

(3 sem. cr.) The field of adult learning is multifaceted; adult learners are also complex, bringing diverse backgrounds, experiences, and perspectives into the classroom. This course is a foundation for understanding this dynamic field. Education professionals examine what it means to be a leader in a fast-paced, changing environment. They explore and discuss key topics, including the conceptual base of the field, adult learner motivation, settings and contexts of practice, forms and processes of adult learning, best practices that support adult learning, and major issues and controversies in the field today. Applying course concepts, education professionals develop a personal philosophy of adult education to use as a guide in their current or future practice as an adult educator. They also become familiar with the philosophy,

requirements, and community of Walden University, The Richard W. Riley College of Education and Leadership, and the M.S. in Adult Learning program.

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EDUC 6171 - Theories and Frameworks for Adult Learning♦

(3 sem. cr.) To understand adult learning, one must ask and answer complex questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? In this course, education professionals explore the theories and frameworks that inform the field of adult learning today. They identify, compare, and contrast foundational and emerging perspectives on adult learning with the aim of transforming theory into practice. They engage in an integrative course project through which they synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

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EDUC 6172 - Cultural Diversity and Motivation♦

(3 sem. cr.) Today‘s diverse, multicultural world dictates that adult learners are not treated as a homogenous group but rather as distinct individuals, each with his or her own intrinsic motivations. Education professionals in this course learn the importance of culturally responsive teaching methods that promote respect, relevance, engagement, and academic success. They engage in readings and assignments focused on inclusive approaches that promote cross-cultural communication, and they explore and discuss a range of topics, such as race, ethnicity, gender, sexual orientation, nontraditional learners, and linguistic diversity.

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EDUC 6173 - Building Research Competencies in Adult Education♦

(3 sem. cr.) Understanding, evaluating, and using research effectively are critical skills for adult learning professionals. In this course, education professionals work toward gaining the knowledge required to be critical consumers of research, understand the language of research, and apply research and inquiry skills to the field of adult learning. Through various conceptual and practical course assignments, they build competence in analyzing trends, assess emerging knowledge, and learn to use a variety of tools to access and evaluate quantitative and qualitative research.

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EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦

(3 sem. cr.) A number of best practices in adult teaching and learning have been identified based on decades of research and experience. Education professionals in this course examine these evidence-based practices to build their skills and gain strategies to facilitate learning in a variety of settings. They also explore promising new ideas and emerging trends in the field of adult learning.

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EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦

(3 sem. cr.) Given the wide variety of settings in which adult learning takes place, it is no small challenge to plan and implement robust learning experiences tha can be effectively evaluated. This course examines the ingredients essential to succesfully promote learning, including multiple needs assessment models, approaches to program design, implementation strategies, and models of evaluation and assessment.

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EDUC 6176 - Facilitating Collaboration and Group Process♦

(3 sem. cr.) Research shows that adults learn best in a social environment. Through collaboration and idea exchange, a supportive ―community of practice" is generated where learners co-create their experience in socially meaningful ways. This may take the form of discussions, peer-to-peer activities, small-group work, and student-centered assignments, among other approaches. This course examines the mechanics of collaboration and identifies facilitation practices that lead to student success. Also addressed are issues of consensus and decision making, trust-building, collaborative teaching, and group process online.

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EDUC 6177 - Using Technology to Enhance Adult Learning♦

(3 sem. cr.) Emerging technologies are rapidly altering the field of adult education today. Innovative technologies are removing traditional boundaries to learning and encouraging a global perspective on school, work, and communications. New developments in software, multimedia applications, Internet technologies, and mobile computing are transforming the educational landscape and empowering learners around the world. This course explores how educators and students can leverage these advances to enhance the learning process and improve outcomes in today‘s digital information society.

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EDUC 6178 - Organizations, Systems, and Change♦

(3 sem. cr.) Adult learning takes place in a wide variety of formal and informal settings. Each of these environments has its own organizational structure, or ―system," that must be understood and considered when designing and implementing learning strategies. Understanding the fundamentals of organizational behavior, systems theory, and change management is essential for facilitating innovation and performance enhancement. In this course, key issues such as policy, advocacy, complexity, change, organizational development, and group dynamics are addressed in the context of developing transformational experiences for adult learners.

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EDUC 6179 - Online Instructional Strategies for Adult Learners♦

(3 sem. cr.) Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, students analyze, select, and design instructional strategies that are most effective for engaging and teaching adult online learners. Students learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in both synchronous and asynchronous environments.

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EDUC 6180 - Assessments in Online Environments for Adult Learners♦

(3 sem. cr.) The online environment provides instructors with the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes. In this course, students apply their knowledge of learning theory and assessment practices to the development of assessment strategies in online education and training environments. Students review research and practical strategies for assessing student learning in both synchronous and asynchronous environments.

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EDUC 6181 - Developmental Education: Theory and Practice♦

(3 sem. cr.) The need for developmental education in community colleges and four-year institutions continues to grow, as does the need for developmental educators who are prepared to help this population of students achieve success. In this course, students examine developmental

education from a historical perspective and will explore the theoretical frameworks, political and economic issues, and key research surrounding developmental education. Students also learn common organizational approaches to offering developmental education and the characteristics of developmental education student populations, courses, and programs.

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EDUC 6182 - Strategies for Succes in Developmental Education♦

(3 sem. cr.) Meeting learners‘ needs for developmental education requires creativity and perseverance as well as a willingness to learn from the experiences of other institutions. This course will examine approaches to developmental education that have proven successful in a variety of contexts, including strategies for intake and placement, advising, teaching, and assessment. Students will also investigate best practices in curriculum design and the use of technology in developmental education, programs to support student retention and persistence, and ways of facilitating collaboration between academic and student affairs in support of developmental education.

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EDUC 6183 - Performance Improvement in the Workplace♦

(3 sem. cr.) Education professionals in this course survey the research, models, and issues associated with improving human performance in workplace settings. They explore methods and techniques for recognizing and analyzing performance gaps, conducting needs assessments, determining appropriate instructional and performance support interventions, and measuring the results of implemented solutions. Emphasis is placed on determining whether adult education or performance improvement interventions are appropriate for addressing identified needs. Education professionals also use results from analyses to inform the design of job aids, instruction, and other performance support systems.

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EDUC 6184 - Training and Development Systems♦

(3 sem. cr.) The ability to manage and deliver training is an essential skill for human resource and performance improvement professionals working with adult learners. In this course, students study models, techniques, and best practices for managing and delivering training systems and modules. Topics include managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion. Students also explore technologies that support the planning, presenting, and managing of instructor-led and self-directed courses and training systems in both face-to-face and virtual environments.

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EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language♦

(3 sem. cr.) This course introduces students to the fundamentals of teaching English as a second language to adult learners. The vocabulary and acronyms relevant to the field are introduced, and the essential theories and concepts of second language acquisition are explored. The diversity of adult learners and their motivations, as well as the variety of formal and informal teaching settings, both in the United States and abroad, are examined. Professionalism and respect for differences in language, culture, and belief systems are emphasized.

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EDUC 6186 - Methods of Teaching Adults English as a Second Language♦

(3 sem. cr.) A variety of instructional methodologies for teaching English as a second language to adult learners are introduced. The basic principles, current trends, and established techniques of second language instruction are examined, with an emphasis on the communicative language teaching (CLT) approach. Best practices in reading/writing and speaking/listening instruction are given special attention, while challenges such as community building and managing the learning environment are also addressed.

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

(3 sem. cr.) Students are introduced to the basics of planning lessons, designing assessments, and evaluating adult learners in English as a second language settings. Strategies for creating meaningful, authentic lessons and materials for a variety of contexts are explored; the various approaches to testing and assessing language needs and competencies are analyzed; and best practices in evaluation and placement are examined with the goal of creating the most conducive and effective environments for language learning possible.

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EDUC 6190 - Capstone: Practical Application in Adult Learning

(3 sem. cr.) In this course education professionals are provided with the opportunity to integrate and apply the theories, concepts, and practices learned in previous coursework to real-world issues and problems. The capstone experience, in which education professionals are asked to

select a specific adult learning situation of personal relevance for study, serves as the culmination of the program. Education professionals conduct a detailed analysis and offer solutions to a problem or suggest interventions to improve current practice.

EDUC 6200 - Teaching and Learning for School Leaders

(3 sem. cr.) Effective principals influence the quality of teaching by understanding how to recognize outstanding teaching and facilitate improvement by communicating how and why learner-centered teaching enhances the achievement of every student. The latest research on education, teaching, and learning is introduced to education professionals in this course. Education professionals gain understanding of how research informs different approaches to instruction as they examine specific, research-based principles that account for differences in what and how students learn. Through case studies and discussions, they demonstrate strategies and plans to help their school move forward, provide purpose and direction for students, and help students and a school work through change.

EDUC 6201 - Communication and Collaboration for Leaders

(3 sem. cr.) Effective principals work to foster shared understanding of and commitment to making sure that every student learns and succeeds; this requires the ability to communicate and the capacity to create conditions and processes that foster collaborative problem solving and decision making. Education professionals in this course explore the characteristics of effective leaders. They learn how to model open and responsive communication as well as how to create time and use tools to ensure that such interactions are common within the school and throughout the school community. They also explore the role of schools in communicating with and drawing upon community resources of various types, including public agencies and organizations that serve youth and families. Through this course, education professionals work toward establishing the personal, ethical, and moral platforms to become effective leaders who model and promote ethical and productive civic behavior.

EDUC 6202 - Ensuring Quality Education for Students with Diverse Needs

(3 sem. cr.) Education professionals in this course explore and analyze the issues, complexities, responsibilities, and opportunities associated with leading schools with diverse student populations. By acknowledging differences among learners, as well as biases, discrimination, prejudices, and stereotypes, school leaders can identify diversity as a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. A focus of the course is also on one of the most challenging tasks facing schools today: to substantially increase the achievement of students placed at risk because of limited facility with English, and physical, mental, and emotional disability. Principal candidates will study diverse and inclusive approaches that have proven most effective in supporting English language learners and students with special needs to reach high standards of performance.

EDUC 6203 - Policy and Law in School Organizations

(3 sem. cr.) This course includes a study of selected general legal principles, case and statute law, and law-making agencies that impact leaders and their educational institutions. Key content

areas include but are not limited to the legal status of the local school district; the role of federal, state, and local governments; governance of schools; and policies, rules, and regulations. Educators in the course will also cover the legal rights, responsibilities, and obligations of administrators, teachers, students, parents, and school boards, community education, civil rights, collective bargaining, torts and contracts, and legal research, as well as the development of policy to meet regulations and constitutional provisions.

EDUC 6204 - Using Data to Strengthen Schools

(3 sem. cr.) Education leaders must use data extensively to guide them in defining needs, setting and prioritizing goals, monitoring and evaluating progress, and identifying effective strategies for improvement. The continuing analysis of the gaps between student performance and student learning goals defines the actions of effective school leaders. Decision-makers must understand the array of data that are needed for school improvement. They must know the principles and techniques of measurement, evaluation, and data analysis. They must use a multitude of strategies to analyze data to propel teaching and learning and school improvement. They should use technology to support the collection and use of data. They need to engage the school community (teachers, parents, and students) in understanding and supporting data to guide the analysis of strengths, weaknesses, threats, and opportunities in the ongoing pursuit of school improvement.

EDUC 6205 - Budgeting and Allocating Resources

(3 sem. cr.) Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the necessary goals for improvement. Effective leaders need to be able to (1) link whole-school strategic plans to effective instructional practices and improved use of time and money; (2) ensure individualized attention where needed in subject areas; (3) evaluate alternative paths to school improvement; (4) invest wisely in improving teaching quality; and (5) organize staff and use other resources in new ways that allow focused investment in teaching and learning.

EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments

(3 sem. cr.) Effective principals develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. Strategies for fairly and effectively administering discipline and resolving conflict are addressed. This course is intended to help leaders understand and treat individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond. Principal candidates also study issues related to safety and violence in schools, considering both methods of prevention and ways to respond to unsafe and violent situations.

EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math

(3 sem. cr.) To be effective, school leaders must understand the foundational principles of teaching—curriculum, instruction, and assessment. Education professionals in this course also focus on the considerations with which principals need to engage as they plan for the adoption and implementation of a new or substantially revised program to enhance student learning in a content domain. Literacy and math are two content areas that are problematic in many schools, especially those serving diverse students and students who are underperforming. Thus, while the lessons are applicable to other subjects, the focus here is on how to ensure that content standards, curriculum materials, assessment, instruction, professional development, and parental and community involvement, among other initiatives, are aligned in ways that foster student achievement in literacy and math.

EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel

(3 sem. cr.) Principal candidates study human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Identifying teachers‘ needs for professional growth is important, but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise and to participate in ongoing professional development focused on enhancing the learning of every student. As well, school leaders must be able to identify characteristics of productive teacher evaluation processes and programs; distinguish between supervising teaching and supervising learning; and utilize a process and structure for evaluating school personnel that is productive and supportive, motivates improvement, results in retention of highly competent staff members, embodies standards of due process, and takes into account the provisions of the contractual agreements between the staff and their districts.

EDUC 6209 - Collaboration to Support All Learners

(3 sem. cr.) In this course, candidates explore strategies for effective communication and collaboration with colleagues, specialists, families, and community agencies to provide support for all children. Candidates examine collaboration strategies that promote the growth and learning of all children in the elementary classroom, including those with exceptionalities: students with disabilities, developmental differences, or emotional and behavior disorders; gifted and talented students; and English Language Learners. Candidates learn about the roles of all participants in collaborative teams (Individualized Education Plan (IEP), Response to Intervention (RTI), Alternative Learning Plan (ALP), Child Study). Candidates examine the role of the school in supporting all learners within the larger community context. They identify factors in the students‘ environments that may impact their growth and learning and explore strategies for effective collaboration with families.

EDUC 6260 - Managing Resources for Organizational Success: Human Resources♦

(3 sem. cr.) Faculty members and staff are the most important resource in any higher education institution. In this course, education professionals focus on strategies for human resource management in higher education, including recruitment and staffing, professional development, compensation, performance evaluation, and legal considerations. They investigate issues specific

to faculty members, including promotion and tenure, collective bargaining, and collaboration with adjunct faculty members. They also examine the skills needed to coach, support, motivate, and facilitate collaboration among staff, enabling the organization to move toward desired outcomes.

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EDUC 6261 - Managing Resources for Organizational Success: Finance♦

(3 sem. cr.) As costs escalate and resources dwindle, the effective, ethical, and socially responsible management of financial resources becomes an increasingly important skill in higher education. Education professionals are introduced to the fundamentals of financial administration in four-year colleges, community colleges, and universities in this course. They explore financial issues specific to higher education, such as budget management, asset management, state appropriations, administration of financial planning, and fundraising. They also engage in practical learning activities through which they develop and assess strategies for deploying and managing resources to achieve established goals.

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EDUC 6262 - Optimizing Quality and Productivity♦

(3 sem. cr.) Optimizing quality and productivity in a higher education organization requires the ability to initiate and support positive change efforts. In this course, education professionals explore and discuss best practices for analyzing and evaluating organizational performance; identifying opportunities for improvement; and leveraging available resources, including technological resources, to support productive change initiatives. They also investigate strategies for achieving quality and productivity goals in the context of accountability, including defining outcomes aligned with the institution‘s strategic plan, establishing credible outcome measures, and demonstrating how to use outcomes data to improve programs and services.

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EDUC 6263 - Best Practices for Student Success♦

(3 sem. cr.) Student success depends not only on the quality of the institution‘s academic programs but also on the quality and availability of student services. In particular, the growing need to help increasingly diverse student populations succeed in college requires innovative approaches to retention and support initiatives. In this course, education professionals explore strategies to plan, organize, and manage student services and programs effectively as well as for ensuring that these programs meet legal and regulatory requirements. They also engage in coursework that emphasizes the design and deployment of programs and services, which enables students from diverse backgrounds to achieve their educational goals.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6264 - Program Planning and Assessment♦

(3 sem. cr.) Higher education institutions achieve their goals primarily through instructional programs as well as through student support programs and services. Stakeholders at all levels within and outside the organization, including students, administrators, employers, legislators, and the public, expect institutions to demonstrate that their programs accomplish desired goals and that processes are in place to support data-driven improvement. In this course, education professionals engage in the cyclical process of program planning and assessment, including establishing goals and outcomes, creating and implementing an assessment plan, sharing results and determining strategies for improvement, and involving faculty, staff, and students in the assessment process.

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EDUC 6357 - Diversity, Development, and Learning♦

(3 sem. cr.) Diversity can have a profound influence on children‘s development and learning. Education professionals in this course explore areas of diversity, including developmental and learning needs, such as English-language learners, children on the autism spectrum, and children with developmental delays. They also address the impact of living in poverty and experiencing stress/violence/trauma in the context of families, early childhood settings, and school classrooms. Applying course concepts, education professionals engage in practical exercises through which they reflect on their own perspectives and biases and learn the complex ways families influence their children. Moreover, they learn the importance of using current research and resources to improve developmental and learning outcomes for every child.

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EDUC 6358 - Strategies for Working with Diverse Children♦

(3 sem. cr.) Working with children and families who have diverse developmental and learning needs requires not only a deep understanding of and respect for the individual child but also research-based knowledge of effective practices, strategies, and services. Through this course, education professionals develop and assess practical strategies and tools needed in educational settings to plan curriculum, teach, assess, and, if necessary, refer young children. They learn to use knowledge of children‘s unique characteristics to help create respectful, supportive, and challenging environments and experiences that foster healthy development and learning.

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EDUC 6360 - How Adults Learn♦

(3 sem. cr.) The early childhood field offers a variety of opportunities for early childhood professionals to teach and work with adults. These professionals must understand the principles of adult learning. Education professionals in this course explore the major theories of adult learning and motivation to prepare to work in such roles as higher education faculty, community trainers, technical assistance providers, parent educators, coaches, mentors, professional developers, and Child Development Associate (CDA) trainers. The share ideas and perspectives with peers through discussions on a variety of topics, including traditional learning theories and andragogy, theories of cognitive development, and adult learning models, among others. Additionally, education professionals synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

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EDUC 6361 - Instructional Strategies for Adult Learners♦

(3 sem. cr.) In this course, education professionals focus on strategies and techniques integral to working effectively with adults in the early childhood field in such roles as higher education faculty, community trainers, technical assistance providers, parent educators, coaches, and mentors. Education professionals gain practical experience in planning learning experiences, assessing and modifying instruction, and incorporating technology in teaching geared specifically to the unique strengths and needs of the adult learner. Additionally, they examine the distinctions between teaching in the early childhood field at a community college or university, and they explore ways to provide professional development for early childhood practitioners and support to adults working with young children and families in community settings.

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EDUC 6510 - Young Adolescent Development and Implications in a Global Society♦

(3 sem. cr.) In this course, education professionals gain an understanding of early adolescence in contemporary society and knowledge of the social, emotional, physical, intellectual, and moral development of early adolescence. They learn how to apply major concepts, principles, theories, and research in teaching and interactions with young adolescents. They also engage in assignments designed to provide authentic context to course content, such as an inquiry project though which they observe students or interview young adolescents to determine their perspectives on life and school. Moreover, education professionals develop a presentation designed to inform parents about key information on the development of young adolescents in middle school programs.

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EDUC 6520 - Organizational Structures for High-Performing Middle Grades Schools♦

(3 sem. cr.) Each level of education requires special consideration and focus based on grade-specific student needs. Students in the middle grades must prepare for transition into high school, focus on state-required achievement exams, and develop skills to help them adapt to the transformation into young adulthood. Education professionals are provided with information to gain an understanding of these needs through exploration of the major concepts, principles, theories, and research on which current middle-level education is based. Education professionals consider philosophical foundations and essential components of middle level education used in a variety of school settings. Coursework emphasizes team teaching for improving student outcomes, including varied use of time within the school, team, and classroom.

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EDUC 6525 - Concepts of Technology♦

(3 sem. cr.) Education professionals are provided with an overview of educational technology for classroom integration based on current literature and research in this course. Through conceptual and application-based assignments, education professionals practice evaluating educational technologies to attain learning goals; developing lesson plans or units based on Bloom‘s Taxonomy; and selecting appropriate software applications, programs, or support materials that enhance students‘ learning environment. They also explore criteria and analysis for selecting educational software, correct uses of various activities in educational software to improve the learning process, and research methods using the Internet.

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EDUC 6530 - The Middle Grades Curriculum Continuum♦

(3 sem. cr.) Through this course, education professionals gain practical insight into the curriculum of middle school as well as the process by which it is designed, integrated, implemented, and evaluated. They learn major concepts, principles, theories, models, standards, and research related to middle-level curriculum, which they can use in their own classrooms. They apply course concepts and theories to practical assignments, such as a research summary on exemplary components of a middle-level curriculum, the development of a hypothetical democratic classroom, the foundation for an integrative unit, and a fully integrated unit that represents multiple concepts and skills from different subject areas that relate to a chosen theme.

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EDUC 6540 - Pedagogy and Exemplary Practices for Learning in the Middle Grades♦

(3 sem. cr.) The focus of this course is on current pedagogical theories, instructional strategies, and best practices for teaching young adolescents in middle grades. Education professionals engage in assignments designed to provide practical application of content on such topics as instructional technology, research strategies, learning styles and multiple intelligence theory, cooperative learning structures and service learning, and instructional best practices in social equity and justice. They also have the opportunity to revise and reflect on their integrated unit, which they designed in a previous course. Through these activities, education professionals gain the knowledge and experience needed to create developmentally responsive curriculum, instruction, and assessment to promote high levels of learning in the middle grades.

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EDUC 6550 - Assessment and Evaluation as Tools for Student Success♦

(3 sem. cr.) In this course, education professionals gain a comprehensive understanding of major concepts, principles, theories, and research related to middle-level assessment. They investigate and assess the theory of middle-level assessment, and they research, create, and evaluate methods of assessment and evaluation for the middle-level classroom. Education professionals engage in various course assignments that emphasize performance assessment and evaluation strategies, rubrics, and multiple intelligence theory. Demonstrating their knowledge and ability to apply course content in the classroom, school, and community, they explain implications of standards-based reform as it relates to authentic assessment in the middle grades. They also develop a position paper to persuade faculty and administration to implement student-led conferencing and create a brochure for parents highlighting important information regarding assessment and evaluation.

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EDUC 6560 - Middle Level Professional Roles♦

(3 sem. cr.) What are some of the performance standards, specialized skills, and professional dispositions required of middle-level specialists to teach young adolescents successfully? Education professionals in this course have the opportunity to answer this question as they apply theory to practice while developing and refining the knowledge and skills required of the middle-level educator. They analyze how they have met performance standards, develop their own view of middle-level reform, and conceptualize the role and responsibility of middle-level professionals. They prepare their culminating portfolio, consider their professional development

needs and their role as a middle-level advocate, and analyze a case study simulation of a middle school to practice using evaluation criteria. They also reflect on and summarize their personal growth in the program in terms of student achievement, and they develop goals and strategies to address areas for improvement in their current school setting.

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EDUC 6561 - Mathematics for Middle Level Teachers♦

(3 sem. cr.) The purpose of this course is to enhance the content knowledge of current or future middle-level teachers while increasing their understanding of how middle-level students best learn mathematics. Education professionals examine international mathematics studies, national achievement tests, and national standards, and they evaluate their teaching preparedness according to these standards. They engage in a variety of content-based application assignments to sharpen their own mathematics skills, on such topics as front-end estimation, table and graph analysis, and functional relationships. They also consider and describe learning activities that would help students develop a deeper understanding of mathematics problems and principles.

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EDUC 6562 - Understanding and Teaching the Language Arts♦

(3 sem. cr.) Education professionals in this course focus on principles and content standards defined and described by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). They learn that English language arts should be taught in a manner consistent with the constructivist view of learning and teaching within a culturally diverse and global society. Through weekly assignments and discussions, education professionals examine the characteristics of an effective teacher and a dynamic classroom; explore the role of motivation, comprehension, and engagement in helping students acquire 21st-century literacy skills; synthesize information on diversity and consider ways to make all students feel competent and capable; assess the effectiveness of 21st-century resources in motivating students; and evaluate the impact of new learning.

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EDUC 6563 - Science for Middle Level Teachers♦

(3 sem. cr.) The purpose of this course is to enhance the content knowledge of middle-level teachers while increasing their understanding of how middle-level students best learn science. Education professionals examine national standards and evaluate their own classroom according to these standards. They explore research-based assessment practices, analyze factors of motivation and engagement, consider what they can do to help students develop productive learning habits, and identify rudiments of differentiated instruction. They also have the

opportunity to sharpen their awareness of critical issues in the science classroom, such as laboratory safety. Synthesizing course concepts and the fundamentals of education planning, education professionals demonstrate their understanding through the development of a formal science unit of study.

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EDUC 6564 - Understanding and Teaching the Social Studies♦

(3 sem. cr.) The principles and standards underlying the essential characteristics of social studies described by the National Council for the Social Studies are covered in this course. Education professionals in this course develop the understanding that social studies should be taught in a manner consistent with the constructivist view of learning and teaching within a culturally diverse and global society. They discuss standards of instruction, preview assignments and strategies, diversity in the classroom, and metacognition. Applying course concepts and national standards, education professionals develop a unit plan of instruction that is interdisciplinary in nature and contains examples of best practices related to content standards in social studies and other subject areas.

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EDUC 6565 - Arts Education for the Middle Level Educator♦

(3 sem. cr.) Each arts discipline can add richness to the learning environment. Education professionals in this course work toward sharpening their basic knowledge and skills in the arts. They engage in conceptual and practical assignments, applying theory into practice and focusing on all areas of the arts, including music, dance, drama, and visual arts. Education professionals learn to weave the arts through the middle-level curriculum to contribute to student learning and motivation. They assess, modify, and adapt lesson plans to include the arts. They also have the opportunity to research and evaluate resources for integrating the arts across middle-level education.

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EDUC 6570 - Distance Education♦

(3 sem. cr.) Online education could be the catalyst that transforms education in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for K–12 teachers. They examine the different models, theories, and technologies used in the development and delivery of online learning. They also explore the implications and considerations of designing instruction for blended, fully online, teacher-led, self-paced learning environments. Practicing essential skills required to teach K–12

students successfully online, education professionals develop, facilitate, and assess a lesson for their students using an online platform.

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EDUC 6571 - Online Instruction♦

(3 sem. cr.) Online education could be the catalyst that transforms education in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for K–12 teachers. They examine the different models, theories, and technologies used in the development and delivery of online learning. They also explore the implications and considerations of designing instruction for blended, fully online, teacher-led, self-paced learning environments. Practicing essential skills required to teach K–12 students successfully online, education professionals develop, facilitate, and assess a lesson for their students using an online platform.

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EDUC 6572 - Online Assessment♦

(3 sem. cr.) The online environment provides teachers the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes. In this course, education professionals apply their knowledge of learning theory, assessment practices, and instruction to the development of assessment strategies in online environments. They also review research and practical strategies for assessing student learning in synchronous and asynchronous learning experiences.

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EDUC 6573 - Trends and Issues in K–12 Online Learning♦

(3 sem. cr.) Online education presents teachers and students with both opportunities and challenges. In this course, teachers will explore several trends and issues in online instruction, such as differentiation for diverse populations including students with special needs and English-language learners, and motivating and engaging the online student. Teachers will learn how to manage the online classroom and explore the ethical, legal, and safety issues related to teaching students in an online K–12 environment. Teachers also will examine strategies for communicating effectively with parents and collaborating with colleagues online.

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EDUC 6600 - Program Portfolio

(Non-credit) Candidates who are working on their ePortfolio are registered for this non-course requirement. The portfolio brings together work from all the courses in the master‘s degree program and demonstrates that the candidate has acquired both the knowledge (scholar) and the ability to apply (practitioner) it; in other words, it demonstrates that the degree completion yields the scholar-practitioner. A portfolio assessor works with candidates on an individual basis to ensure that each artifact required in the portfolio is adequately completed. Once the ePortfolio and all other program requirements are met, the Master of Science degree can be awarded.

EDUC 6601 - Artifact Program Portfolio

Candidates who are working on their ePortfolio are registered for this non-course requirement. The portfolio brings together work from all the courses in the master‘s degree program and demonstrates that the student has acquired both the knowledge (scholar) and the ability to apply (practitioner) it; in other words, it demonstrates that the degree completion yields the scholar-practitioner. A portfolio assessor works with students on an individual basis to ensure that each artifact required in the portfolio is adequately completed. Once the ePortfolio and all other program requirements are met, the Master of Science degree can be awarded.

EDUC 6601 - Artifact Program Portfolio

(Non-credit) Candidates who are working on their ePortfolio are registered for this non-course requirement. The portfolio brings together work from all the courses in the master‘s degree program and demonstrates that the student has acquired both the knowledge (scholar) and the ability to apply (practitioner) it; in other words, it demonstrates that the degree completion yields the scholar-practitioner. A portfolio assessor works with students on an individual basis to ensure that each artifact required in the portfolio is adequately completed. Once the ePortfolio and all other program requirements are met, the Master of Science degree can be awarded.

EDUC 6605 - Teacher as Lifelong Learner and Professional Educator

(3 sem. cr.) Lifelong learning and professionalism are key components of teaching. Education professionals in this course are oriented to the skills, understandings, strategies, and knowledge necessary to become successful learners while establishing the foundations for becoming professional educators, including knowledge of child development. Course instructors help education professionals become comfortable in the online learning environment, enabling them to clarify program expectations; create support networks and learning communities with colleagues and instructors; and establish a personal professional philosophy to promote social change. Upon completion of this course, education professionals demonstrate understanding of resources and expectations, initiate an electronic professional portfolio, and determine strategies for success as professional educators.

EDUC 6606 - Today’s Classroom and the Diverse Learner

(3 sem. cr.) The dynamics of today‘s classroom are unique and challenging for teachers and learners. Education professionals in this course explore and analyze issues, complexities, and

responsibilities associated with the field of education in the 21st century, including providing equal educational opportunities for all learners, regardless of their differences. They come to understand that many factors influence learning, including individual experiences, talents, prior learning, language, culture, and family and community values. Additionally, education professionals gain an understanding of the Minnesota-based American Indian tribal government, history, language, and culture. They engage in discussions and reflections on issues of diversity through which they have the opportunity to articulate, defend, and/or challenge current issues. They also address learning theory, diverse learning styles, and practical instructional strategies, and they acquire theoretical and practical knowledge about today‘s classroom as well as the family and community contexts that influence children‘s learning and development.

EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning

(3 sem. cr.) To help ensure high levels of learning and achievement for all students, today‘s educators must be knowledgeable about learners and learning and well-versed in effective teaching and assessment practices. In this course, education professionals examine the interrelationships between assessment, teaching, and learning as well as effective practices for applying and integrating these critical components in the P–12 classroom. They gain a historical perspective on the standards and accountability movement, and they examine standards in their state or local setting. They also explore learning theory in the context of today‘s challenging educational goals and standards. Education professionals learn and apply research-based practices in effective assessment, curriculum design, and instruction. Through on-site and Virtual Field Experience (VFE®), they critically analyze and implement teaching and learning principles and practices that help ensure awareness of individual and collective needs of students.

EDUC 6608 - Classroom Management

(3 sem. cr.) Education professionals are helped to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character to optimize learning for all students in this course. Education professionals learn how to foster a sense of community in the classroom and develop positive relationships with and among students. They explore age-appropriate skills and strategies for managing dynamic and flexible grouping structures and teaching conflict resolution. They also examine strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem solving with parents and families. Education professionals apply course concepts through the development of a hands-on, age-appropriate learning activity to implement within a classroom field experience.

EDUC 6609 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education

(1 sem. cr.) This seminar is an opportunity for education professionals to fine-tune their skills, strategies, and knowledge. They complete the requirements for their ePortfolio and determine strategies for success as professional educators. The seminar allows for problem solving among colleagues; group and individual reflective practice; and support and feedback for current events in demonstration teaching districts, schools, and classrooms. Education professionals engage in practical seminar topics, such as collaboration, ethics, professional development, and family and

community engagement, to support their transition from the program of study into employment in the field as professional educators. ***Note:*** Education professionals take this course concurrently with EDUC 6698 - Demonstration Teaching: Special Education.

EDUC 6610 - Teacher as Professional

(3 sem. cr.) In this course, education professionals explore what it means to be a professional in today‘s diverse and changing educational landscape. They examine their values, beliefs, vision, and mission, and they explore their role in the larger context of the teaching profession. They also explore the importance of collaboration in a professional learning community and the need to advocate for Education students, other educators, and the field of education. Education professionals learn how a professional stance influences student learning. Through a written reflection, they synthesize their learning throughout the course and consider how to use this knowledge to enhance professional growth and development.

EDUC 6611 - Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education

(1 sem. cr.) This seminar is an opportunity for education professionals to fine-tune their skills, strategies, and knowledge. They complete the requirements for their ePortfolio and determine strategies for success as professional educators. The seminar allows for problem solving among colleagues; group and individual reflective practice; and support and feedback for current events in demonstration teaching districts, schools, and classrooms. Education professionals engage in practical seminar topics, such as collaboration, ethics, professional development, and family and community engagement, to support their transition from the program of study into employment in the field as professional educators. ***Note:*** Education professionals take this course concurrently with EDUC 6687 - Demonstration Teaching: Early Childhood Education.

EDUC 6615 - Effective Teaching Using Learning Styles and Multiple Intelligences

(3 sem. cr.) This course expects teachers to design effective instruction to enable all students to learn. Two learning models, learning styles, and multiple intelligences are explored and integrated into instruction, curriculum, and assessment.

EDUC 6620 - Collaborative Action Research♦

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

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EDUC 6621 - Educational Research: Foundations

(3 sem. cr.) An underlying theory in the field of education is that research can improve classroom practice. Education professionals in this course are provided with an introduction to the fundamentals of research. They examine contemporary educational research and develop knowledge and skills in applications of theoretical frameworks; quantitative, qualitative, and action research methodologies; development of research questions; and compliance with ethical responsibilities of the researcher. Education professionals also complete an initial review of literature relevant to an identified research question.

EDUC 6622 - Educational Research: Practical Applications

(3 sem. cr.) Education professionals in this applied research course expand their knowledge and skills through the use of tools and information gained in EDUC 6621 - Educational Research: Foundations, in the design of a timely and practical educational research project. They engage in a variety of activities, such as developing and refining research questions or needs assessments; determining appropriate research methodologies and instrumentation; collecting and analyzing data, if possible; evaluating validity; and presenting analysis and implications. In addition, education professionals link their research proposal to the social change mission of the university.

EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning♦

(3 sem. cr.) Education professionals in this course are helped to develop skills and strategies to prepare students for living and learning productively in today‘s society. They complete a variety of assignments designed to provide practical application of course content, such as designing a lesson in which they integrate habits of mind with other instructional elements to achieve multiple outcomes. They also create a rubric that allows students to demonstrate learning in each area of the lesson. Additionally, they reflect on the theories, concepts, and strategies learned in the course and consider the influence of new knowledge on future personal and professional endeavors. Through this course, education professionals learn how to help students manage, motivate, and modify their own learning as a continuing lifelong process.

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EDUC 6626 - Foundations of Special Education

(3 sem. cr.) What do special educators need to know and be able to do to support students with exceptionalities and address their unique learning needs? In this course, education professionals examine historical, legal, and philosophical foundations that inform teaching and learning for students with exceptionalities. Education professionals explore issues related to identification, eligibility criteria, and delivery of services for students across multiple disability areas. Through course assignments and discussions with colleagues, education professionals develop the knowledge and skills necessary to build collaborative relationships with families and other stakeholders to help provide appropriate services to students.

EDUC 6627 - Foundations of Literacy

(3 sem. cr.) An important role of all educators is helping students develop the literacy skills they need to succeed in school and in life. In this course, education professionals build foundational knowledge in literacy principles, practices, and strategies so that they can effectively engage and enhance students‘ reading, writing, listening, and speaking. Education professionals learn about early literacy development including phonological awareness, concepts of print, and phonics. They explore strategies to help developing readers, including ways to promote vocabulary, comprehension, fluency, writing, and content-area literacy. Education professionals identify research-based principles that support the literacy and learning of all students, including English language learners. Through field experience assignments, education professionals develop and implement literacy instruction and assessments with students in K–12 classrooms. Topics include organizing the literacy classroom, differentiating literacy instruction, and involving families to support the literacy development of all students.

EDUC 6628 - Individualizing Education Programs for Learners with Exceptionalities

(3 sem. cr.) All learners possess unique characteristics, interests, and abilities. One of the most important responsibilities of special educators is to consider the individual strengths and needs of students with exceptionalities and to collaborate with families and other stakeholders to individualize their education appropriately. In this course, education professionals learn about the Individualized Education Program (IEP) process, including referral, eligibility, and the importance of using research-based interventions. They explore stakeholder responsibilities, consider assessments and other forms of data that inform program planning, and develop an IEP for a case study student. Education professionals consider the benefits of assistive technology and the role of transition planning in developing individualized education for learners with exceptionalities

EDUC 6631 - Foundations of Reading: Theory, Research, and Practice

(3 sem. cr.) An effective reading teacher possesses comprehensive knowledge of the components of reading and applies this knowledge to instructional practice. Education professionals will explore the domains of development as they pertain to K–12 literacy instruction and research and explore the impact of research-based practices on literacy development. Language development and its relationship to the progression of reading development, including variations related to cultural, linguistic, and academic diversity, will be examined. Education professionals will investigate current issues in literacy education, including the reading achievement gap, brain research, standards and accountability, and new perspectives on 21st century skills and digital literacy learning.

EDUC 6632 - Assessment and Instruction to Promote Literacy Development

(3 sem. cr.) Literacy development is a complex process involving a profusion of skills and strategies in several critical areas: phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. This course focuses on assessment and instruction to promote literacy development in these areas. Education professionals will learn how to use a variety of

assessments to determine the literacy needs of emergent, beginning, developing, intermediate, and advanced readers, taking into consideration linguistic, cultural, and academic diversity. They will also examine a multitude of research-based instructional strategies to promote literacy development and apply them based on assessment results, student observations, and knowledge of students‘ readiness, interests, learning preferences, and linguistic and cultural identities. The use of digital text, electronic resources, and critical literacies will be emphasized.

EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines

(3 sem. cr.) Reading for information in expository text is essential for learning—in school, in the workplace, and in life. The focus of this course is on developing literacy across the disciplines through a wide range of instructional methods, materials, and practices, including flexible grouping, and the selection of texts and other materials, such as digital tools and online resources that match the cognitive, cultural, and linguistic needs of literacy learners. Education professionals learn strategies for promoting disciplinary literacy across developmental levels, proficiencies, and cultural and linguistic backgrounds. High-quality literature that meets the interests and needs of all readers and represents various cultures, genres, and text structures, and assists students in making connections and bringing relevance to content courses across disciplines will be examined. The integration of information and communication technologies and 21st century literacy skills will be highlighted.

EDUC 6634 - Assessment and Intervention for Students with Reading Difficulties

(3 sem. cr.) The ability to effectively diagnose reading difficulties and determine appropriate interventions is at the heart of what it means to be a reading teacher. This course presents the purposes, strengths, and limitations of a wide variety of assessment instruments. Education professionals learn how to select and administer appropriate tools for diagnosis and progress monitoring, and interpret results related to individual students, class/groups, and school. Assessment data are used to plan differentiated instruction for students at different developmental stages, and from different cultural and linguistic backgrounds. Education professionals use assessment data to develop interventions that target specific student needs and select materials, instructional strategies, and other resources needed to implement appropriate interventions. Effective practices for communicating assessment results to students, parents/caregivers, colleagues, and administrators are addressed.

EDUC 6635 - Classroom Management to Promote Student Learning

(3 sem. cr.) This course explores the relationships between behavior management, classroom instruction, and student learning. Teachers learn foundational principles and strategies for preventing behavior problems. They learn to establish classroom rules and procedures and to enlist parent support for their behavior-management efforts. A framework for fostering cooperation, social skills, and a sense of community in the classroom is presented, and guidelines for teaching conflict resolution and peer mediation are included.

EDUC 6636 - Characteristics of Learners with Exceptionalities

(3 sem. cr.) Special educators must understand each category of exceptionality as well as the abilities and needs of individual learners. In this course, education professionals examine the characteristics and instructional implications of learning disabilities, emotional and behavioral disabilities, autism spectrum disorders, developmental cognitive disabilities, health disabilities, and giftedness. They explore accommodations and modifications for students with exceptionalities and consider how to foster effective and positive relationships with all stakeholders to support student success. In their field experience, education professionals apply course content by completing a child study project, in which they conduct an intensive case study of a single student with exceptionalities in a K–12 classroom.

EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning

(3 sem. cr.) Learners with exceptionalities often experience difficulties in literacy, which, in turn, negatively affect their learning and achievement. What can educators do to prepare these students for academic success? The focus of this course is on designing, implementing, monitoring, and adjusting instruction to support the literacy development of learners and promote their achievement across the curriculum. Education professionals use literacy assessments and interventions with students in K–12 classrooms to foster language development and to promote phonemic awareness, phonics, vocabulary development, fluency, and comprehension. They explore the impact of reading and writing disabilities on learning, and consider literacy practices and strategies for developing students‘ academic language and supporting their diverse learning needs. In addition, they examine assessment data and other evidence to inform literacy instruction and incorporate assistive and other technology-based interventions.

EDUC 6638 - Behavior Management to Support Learners with Exceptionalities

(3 sem. cr.) Helping students to develop the necessary skills for positive behavior is critical to creating an educational environment where all students can learn. In this course, education professionals develop data-informed practical behavior management strategies from three different perspectives—individual behavior management, classroom management, and school-wide behavior support. Education professionals apply behavior management strategies to create and implement an individualized behavior management plan in a K–12 classroom with a target student.

EDUC 6639 - Instructional Strategies for Learners with Exceptionalities

(3 sem. cr.) How can special educators help students with exceptionalities reach their full potential? In this course, education professionals learn to use research-based instructional strategies designed to promote student success academically and socially. Education professionals learn ways to provide different interventions to support student learning and monitor students‘ progress. They also explore strategies to promote the academic and social development of students with exceptionalities in a K–12 classroom. Education professionals complete a lesson-planning project by collaborating with school personnel in their field

placement to design, adapt, and implement lessons that incorporate the strategies learned in this course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦

(3 sem. cr.) The relationship between classroom curriculum, instruction, and assessment in the context of standards and accountability plays an important role in education. Education professionals in this course focus on the importance of aligning these components as well as the resulting influence on student learning. They explore learning theory, learner variables, and the need for differentiation to meet diverse learning needs. They discuss multiple purposes and methods of assessment as well as effective approaches to grading and reporting. Using their state or district standards, education professionals engage in a process for designing standards-driven classroom curriculum, instruction, and assessment that will meet the diverse learning needs of their students. *(Prerequisite(s):* Endorsement candidates must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6647 - Dynamic Teacher Leadership♦

(3 sem. cr.) Education professionals are introduced to the concept of teacher leadership and its value in the field of education today in this course. They engage in personal assessment and analysis so that they may cultivate the dispositions and attitudes of a teacher leader for the purpose of effecting positive change in their learning communities. They also learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that effectively address today‘s educational challenges. Education professionals complete coursework that emphasizes self-examination and self-perceptions with regard to teacher leadership.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6648 - Demonstration Teaching

(6 sem. cr.) Demonstration teaching is the culminating experience in the teacher preparation program and is an opportunity to apply knowledge and skills and to demonstrate required competencies. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom for 4 consecutive weeks over a 12-week placement, gaining real-world experience and the opportunity to translate theory into practice. Education professionals work closely with, and are evaluated by, their university supervisor, classroom cooperating teacher, and Walden instructor. During demonstration teaching, all education professionals are assessed on the Teacher Performance Assessment and the Demonstration Teaching Evaluation. This course runs concurrently with EDUC 6609 - Seminar for Professional Educators.

EDUC 6649 - Seminar for Professional Educators

(3 sem. cr.) Taken concurrently with EDUC 6648 - Demonstration Teaching, this seminar allows education professionals to consolidate their knowledge and fine-tune their skills as they reflect on and share experiences from the districts, schools, and classrooms in which they are completing their demonstration teaching assignments. They complete the requirements for their ePortfolios and develop strategies for success as professional educators. The seminar promotes problem solving among colleagues, group and individual reflection, and collaborative feedback to support professional practice. Seminar topics focus on promoting success as they transition from the program of study (POS) into employment in the field as professional educators.

EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦

(3 sem. cr.) In this course, education professionals explore the value of linguistic and cultural diversity and the powerful learning opportunities it affords today‘s classrooms and schools. They examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities, and they learn approaches for working together to ensure high levels of learning for all students. Through real-world observations, they assess strategies for ensuring equitable access to high-quality learning experiences. Education professionals also explore effective practices, such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and academic vocabulary development. *(Prerequisite(s):* Endorsement candidates must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦

(3 sem. cr.) The focus of teacher leadership expands from self to students, increasing the sphere of influence of the teacher leader to the classroom context in this course. Education professionals concentrate on advancing their expertise in the field of teaching by increasing their knowledge and skills in three key areas: knowledge of learners and learning; knowledge of subject matter and curriculum goals; and knowledge of effective teaching models, strategies, and practices. They learn to apply this expertise in the classroom in ways that directly affect the learning and achievement of their students.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6652 - Listening to Children’s Ideas♦

(3 sem. cr.) Participants explore children‘s ideas of force and motion by planning and carrying out clinical interviews with children. Through the interviewing experience, participants increase their ability to set aside their own ideas and expectations and attend to children‘s ideas. They

elicit information from the children about what they think and then analyze interview findings to expand their understanding of how children perceive the world around them.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6653 - Introduction to Educational Research♦

(3 sem. cr.) This course is designed to provide students with an introduction to the basic fundamentals and principles of research. The research process is explored with the underlying assumption that educational research can improve classroom practice. Course participants are expected to develop knowledge and skills in the use of theoretical frameworks; quantitative, qualitative, and action research methodologies; critiquing and evaluating research; and compliance with ethical responsibilities of the researcher. *(Prerequisite(s):* For endorsement candidates, must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6654 - Classroom Facilitation♦

(3 sem. cr.) Participants consider how to help students develop scientific ideas and skills through inquiry. They study video clips of teachers facilitating classroom science to learn strategies for extending students‘ experience and scaffolding scientific ideas. In classrooms, they try various facilitation and questioning strategies. Each participant creates a collection of teaching strategies that promote inquiry accompanied by classroom examples.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues♦

(3 sem. cr.) Education professionals address teacher leadership in the context of advancing the expertise and leadership of peers, thereby expanding education professionals‘ spheres of influence beyond the walls of the classroom. They explore mentoring and coaching models designed to promote the professional growth of their colleagues. They learn and apply skills for mentoring novice teachers and for engaging in coaching relationships with peers at all stages of the teacher development cycle. Through conceptual and application-based activities, education professionals address various forms of collaboration with colleagues, focusing on interpersonal and communication skills.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6656 - Curriculum Designed for Understanding♦

(3 sem. cr.) The aim of this course is to provide a framework for thinking critically about how to craft inquiry-based experiences that result in deeper understanding of important science concepts. The framework of Teaching for Understanding, developed at Harvard University, is central to the course. Participants keep the following questions in mind as they think about curriculum: What topics are worth understanding? What must students understand about these topics? How can understanding be fostered? How can we tell what students understand?

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6657 - Creating an Effective Classroom Learning Environment♦

(3 sem. cr.) Education professionals in this course are helped to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character to optimize learning for all students. Education professionals learn how to foster a sense of community in the classroom and develop positive relationships with and among students. They explore skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution as well as for building positive relationships and engaging in effective communication and problem solving with parents and families. Applying course concepts, they also implement an instructional strategy and reflect on its efficacy in increasing student engagement in learning activities. *(Prerequisite(s):* Endorsement candidates must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6658 - Formative Assessment: Assessment for Learning♦

(3 sem. cr.) The focus of this course is assessment to support learning. Through classroom case studies, introductory readings, and discussions, participants distinguish the different purposes of assessment (principally formative and summative). They identify formative assessment as part of teaching, aimed at advancing learning, not at labeling or grading it. Participants experience and reflect on ways of assessing inquiry skills and conceptual understanding, the importance of self- and peer-assessment, and the provision of feedback to learners on their progress. The course culminates in participants planning formative assessment into inquiry-based classroom experiences for students.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6659 - Teacher Leadership in Professional Learning Communities♦

(3 sem. cr.) The sphere of influence for education professionals is extended from working with peers to engaging with stakeholders throughout the greater school community in this course. Education professionals learn the processes, benefits, and challenges of building and working in learning communities to identify issues and solve problems that affect student learning and achievement. They consider professional growth and development as an integral part of various types of school improvement processes. Additionally, they engage in a variety of practical assignments, such as an analysis of their own school‘s development of mission, vision, values, goals, and communication elements as a professional learning community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6660 - Investigating Equitable Classrooms♦

(3 sem. cr.) In this course, participants broaden their understanding of the scope and dimensions of equity in science education through reflection, reading, classroom research, debate, and discussion. Participants learn to do independent classroom research and design and conduct a research project that includes collecting classroom data to answer a question about equity. They plan classroom actions based on their research findings to ensure that all students are successful in reaching higher levels of achievement.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6661 - Exploring New Technologies: The Impact on Society, Work, and Education

(3 sem. cr.) This course provides the theoretical setup for why technology and learning is both a timely and an important topic. It covers a brief history of educational technology, the communication revolution, the impact of this revolution on society, what this means for schools, the impending paradigm shift for the teacher, the need to develop students as critical consumers of information and constructors of knowledge, and the development of a new, fuller sense of literacy.

EDUC 6662 - Multimedia Tools: How to Research, Plan, and Communicate With Technology♦

(3 sem. cr.) In this course, teachers begin to develop their understanding of and proficiency with technology on a personal and professional level. The course focuses on learning how to effectively use several key tools, which teachers will later be able to build upon and use in their classrooms. Teachers learn to use software tools such as word processors, spreadsheets, presentation programs, and image editors. They also explore online tools, such as e-mail, listservs, electronic publications, and websites.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6663 - Integrating Technology in the Curriculum, Part I♦

(3 sem. cr.) This course guides teachers in exploring the use of technology with their students. The shift in pedagogy introduced in EDUC 6661 is further explored, with particular focus placed on how technology can support multiple modes of learning. Teachers investigate specific models for integrating the Internet into their curriculum, including WebQuests, telecollaborative projects, Internet workshops, and research or inquiry projects. After exploring and evaluating ready-made examples of each, teachers try their hand at designing their own.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6664 - Integrating Technology in the Curriculum, Part II♦

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

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6665 - Technology, Leadership, and a Vision for the Future♦

(3 sem. cr.) This course prepares teachers to become agents of change beyond their classrooms in the field of technology and learning. They consider how to develop grants, manage a technology budget, and provide leadership within their districts. The course poses issues to be addressed, explores roadblocks to maneuver past, and provides troubleshooting advice. Teachers use and evaluate a variety of software and hardware tools to determine which are essential to have on hand in every classroom and on every school campus. For example, software for multimedia authoring, concept mapping, and ―office" productivity are explored. Likewise, the instructional uses of hardware tools such as digital cameras, PDAs, and investigative probes are investigated. Finally, the course explores promising trends for the future, such as individualized instruction through the use of technology and online schools.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6671 - Designing Curriculum, Instruction, and Assessment, Part I♦

(3 sem. cr.) This course introduces curriculum, instruction, and assessment in the context of standards and accountability and their relationships to student learning. Teachers explore interrelationships among curriculum, instruction, and assessment: the importance of alignment, connection to learning theory and learner variables, and need for differentiation to meet diverse student needs. Teachers examine and make sense of their academic standards and investigate the history, roles, and types of curricula and instruction. Teachers analyze, evaluate, modify, and/or design curriculum and instruction for specific content and purposes.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6672 - Designing Curriculum, Instruction, and Assessment, Part II♦

(3 sem. cr.) This course examines the history, purposes, and methods of assessment and explores curriculum, instruction, and assessment implementation issues. Teachers analyze, evaluate, modify, and/or design assessments for specific content and purposes. They align assessments to curriculum and instruction as part of the design of instructional units and lessons. Methods of record keeping, grading, and reporting; use of assessment data; and test preparation are presented; and implementation issues related to accountability, planning, and collaboration are addressed.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6673 - Literacy and Learning in the Information Age♦

(3 sem. cr.) This course redefines literacy to include the access to and the evaluation, understanding, and application of information available in print and nonprint resources. Processes and strategies for integrating literacy when designing curriculum, instruction, and assessments are presented. Teachers learn to develop their own and their students‘ literacy skills—listening, speaking, reading, writing, viewing, and visually representing—via traditional and contemporary information technologies, such as the Internet, software programs, and multimedia tools.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs♦

(3 sem. cr.) Educators must recognize the importance for all students, including students with special needs, to achieve high academic standards. In this course, education professionals examine the learning challenges of students who, by definition of federal law, have disabilities as well as those of students who have significant difficulty with learning but do not qualify for

special education services. Education professionals learn how to adapt curriculum, instruction, and assessment to maximize learning for students with special needs. They also have the opportunity to evaluate and describe activities and experiences through the perspective of a student with a learning disability, thus gaining empathy and a deeper understanding of how to work with students with special needs.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6677 - Designing Curriculum and Instruction

(3 sem. cr.) This course introduces curriculum and instruction in the context of standards and accountability and their relationships to student learning. Teachers explore interrelationships among curriculum, instruction, and assessment: the importance of alignment, the connection to learning theory and learner variables, and the need for differentiation to meet diverse student needs.

EDUC 6679 - Diagnosis and Remediation of Reading Disabilities Through Differentiated Instruction♦

(3 sem. cr.) This survey course helps K–12 classroom teachers understand more about their students‘ reading difficulties in order to provide differentiated instruction in the classroom. Teachers learn how to identify student reading behaviors and patterns and how to apply visual and auditory discrimination tools to assist in student learning. They plan lessons that integrate remediation of reading problems, identify reading comprehension strategies and techniques, learn to recognize concepts and applications of fluency and content area vocabulary, and understand spelling and writing processes and applications. In addition to course activities, teachers complete weekly fieldwork assignments to apply what they learn in actual practice. Teachers may use their own school for required classroom fieldwork. This course has been developed to meet the standards for the Michigan state reading requirement, Public Act 118.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6681 - Early Childhood Education: Past, Present, and Future

(3 sem. cr.) In this course, education professionals examine the historical and philosophical foundations of early childhood care and education while exploring a variety of early childhood programs, from child care centers to preschools and primary-grade classrooms. Through this exploration, education professionals acquire a range of professional insights and opportunities regarding effective practice. They use this course to continue the development of a reasoned, coherent philosophy of education as a basis for ethical and professional practice and decision making in diverse settings. They consider the importance in establishing developmentally appropriate and culturally responsive learning environments and maintaining effective partnerships with families. Education professionals also have the opportunity to review early

childhood learning and developmental theory as well as the knowledge needed to support and enhance the development and learning of all children from birth through grade 3.

EDUC 6682 - Teaching Reading, P-3

(3 sem. cr.) This course presents research-based methods for developing literacy, including reading, writing, listening, speaking, viewing, and visually representing, in grades P–3. Education professionals gain a historical perspective on teaching reading and explore various purposes and types of literacy assessments. They explore strategies for creating an effective literacy environment and for working with parents and families. They also learn effective strategies for developing phonemic awareness, phonics skills, vocabulary, comprehension, fluency, and writing. Through field experiences, education professionals plan and implement assessment-driven, developmentally appropriate classroom lessons in various areas, addressing the diverse needs of individual children.

EDUC 6683 - Developmentally Appropriate Practices for Infants and Toddlers

(3 sem. cr.) What constitutes high-quality care and education for infants and toddlers? Through this course, education professionals have the opportunity to answer this question as they examine developmentally appropriate practices that promote children‘s total well-being and that guide development in each of the domains—physical, social, emotional, and cognitive/language. They also gain a practical overview of infant and toddler growth and development, and they explore a variety of related issues, such as health and safety, early mental health, brain development, creative development, respectful and responsive adult-child relationships, and family involvement. Through field experience and practical applications, education professionals learn to design and evaluate environments that enrich the development and learning of infants and toddlers.

EDUC 6684 - Play and Learning for the Preschool Child

(3 sem. cr.) Playtime for children is an opportunity for growth and discovery as well as a time to develop life skills and to learn about themselves and other children. Education professionals are offered an in-depth look at the development, learning, and play experiences of preschoolers in this course. Education professionals focus on developmentally appropriate theory, practices, and environments that enhance children‘s development and learning in each of the domains—physical, social, emotional, and cognitive/language. They explore and discuss the integral roles of play and creativity in children‘s learning; the role of observation as it relates to establishing a child-centered approach to planning curriculum and assessing young children; the promotion of pro-social, anti-bias learning communities; and the importance of being responsive to and inclusive of children‘s family members. Through field experience, education professionals apply knowledge gained throughout the course to authentic contexts in which they demonstrate their growth and development as teaching professionals.

EDUC 6685 - Teaching Mathematics, P-3

(3 sem. cr.) Education professionals in this course explore instructional and assessment strategies, including the best use of materials and technology, to develop children‘s conceptual

understanding of mathematics. They engage in coursework that emphasizes real-world problem solving and incorporates content and process standards of The National Council of Teachers of Mathematics (NCTM). They assess and apply the latest research on the most effective methods for teaching developmentally appropriate mathematics curriculum from preschool through grade 3. Applying course concepts, education professionals complete various field experience assignments, such as developing various lessons on computation, algebra, data analysis, and probability.

EDUC 6686 - Teaching Across the Content Areas, P-3

(3 sem. cr.) An important skill for early childhood educators is to recognize the benefits and work through the challenges of implementing an integrated approach to curriculum and instruction. In this course, education professionals focus on standards-based, data-driven, developmentally appropriate teaching, learning, and assessment within and across content areas in preschool through grade 3. They learn the importance of integrating literacy and mathematics in meaningful and relevant ways, and they engage in practical assignments that focus primarily on teaching in content areas of science, social studies, and the arts. Education professionals examine standards; apply effective methods and strategies to plan instruction, including approaches to meet diverse needs; and develop ideas for integrating multiple content areas.

EDUC 6687 - Demonstration Teaching: Early Childhood Education

(6 sem. cr.) Demonstration teaching is the culminating experience in the Teacher Preparation Program with an M.A.T.; it provides education professionals the opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching occurs in two different classroom settings throughout the semester. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice. The university supervisor and classroom cooperating teacher work closely with students and evaluate their performance. ***Note:*** The first 5 weeks of demonstration teaching run concurrently with EDUC 6686 - Teaching Across the Content Areas, P–3. The remainder of demonstration teaching runs concurrently with EDUC 6611 - Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education.

EDUC 6688 - Action Research

(3 sem. cr.) This course provides a structured approach to the practice of action research. Educators learn how to address relevant problems, become involved in collaborative inquiry, and use data and research to inform their practice, improve student academic success, and contribute to positive change in their classroom and school environments. Educators will engage in reflective practices as they collect and analyze student data and develop and implement data-informed decisions/actions to improve student learning and enhance their professional growth.

EDUC 6689 - Guiding and Supporting School Literacy Environments

(3 sem. cr.) The reading teacher serves as a knowledgeable resource throughout the school or district. This course gives education professionals the knowledge and skills to work with staff,

students, and others to create a vibrant literacy environment that promotes a vision of literacy for all children building upon their linguistic, cultural, and academic diversity. Education professionals learn how to use school assessment data to determine appropriate supports for students and staff, including Response to Intervention (RTI), leadership activities, and intervention programs that incorporate foundational knowledge and effective practices. Approaches to providing teacher professional development and to managing and improving school-wide literacy initiatives, including the integration of technology tools and resources, will be emphasized.

EDUC 6691 - Foundations of Special Education♦

(3 sem. cr.) The field of special education integrates complex and critical components of medicine, psychology, education, politics, law, parenting, and moral/societal issues. In this course, education professionals engage in a thorough study of policies and practices related to individuals with exceptional learning needs; through this exploration, they gain an understanding of the opportunities and challenges within this dynamic profession. They review topical literature that dispels myths and mysteries of exceptionalities from a historical perspective as well as current issues, laws, attitudes, and conundrums. They also address traditional and evolving policies, procedures, and service delivery models, and they learn to apply them to individual state requirements. Through this course, education professionals work toward developing the knowledge and skills necessary for building collaborative relationships with parents, related services, and agencies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6692 - Individualizing Education for Learners With Disabilities

(3 sem. cr.) All learners possess unique characteristics, interests, and abilities. Special educators are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. In this course, education professionals examine inclusion and the collaboration skills necessary for its effectiveness. They investigate the academic, functional, and social characteristics of learners defined by the Individuals with Disabilities in Education Improvement Act (IDEA) of 2004 as they affect learning and teaching. Education professionals also explore research-based practices and subject area instructional strategies that result in accommodations and modifications for students with special needs. Through this course, education professionals gain the skills and knowledge to promote effective and proactive transdisciplinary teaming that supports a coordinated effort to optimize learning experiences, opportunities, and environments for students across a range of learning abilities and exceptionalities.

EDUC 6693 - Current Issues in Assessment and Intervention

(3 sem. cr.) Gathering and interpreting assessment information to inform curriculum strategies and/or intervention techniques and resources promotes maximum achievement for all learners, especially those who have learning disabilities or emotional/behavioral disorders. In this course, education professionals examine problem-solving models and response to intervention (RTI) approaches, in addition to laws related to eligibility; ethics and parents‘ rights; standardized and

informal assessments; and data analysis. They also engage in guided field experiences thorough which they interview experienced teachers about current issues and practices in assessment and intervention. Through this course, education professionals gain the skills needed to write an individualized educational program (IEP) based on diagnostic tools.

EDUC 6694 - Reading and Writing Instruction for Learners With Exceptionalities

(3 sem. cr.) In this course, education professionals explore and evaluate teaching theories; principles; assessment; and scientific, research-based instructional strategies in the area of reading and writing instruction for learners with exceptionalities. Education professionals become familiar with formal and informal diagnostic tools to identify students experiencing reading difficulties, and they discuss scientific research-based intervention programs and teacher effectiveness. They also explore the interface of technology and literacy instruction. Through assignments designed to provide practical application of content, they explore resources, technology, research, and practices that facilitate specific skill development in students. They also learn about strategies to support enjoyment of reading and writing for students with diverse and challenging learning needs.

EDUC 6695 - Planning Positive Behavior Support Strategies

(3 sem. cr.) Promoting positive behavior and effectively responding to misbehavior are critical skills necessary for all students. In this course, education professionals develop practical skills that can be transferred to actual classroom challenges by examining behavior-support strategies from two different perspectives—classroom management and individual behavior management. By gaining an in-depth understanding of both perspectives, they prepare to create and sustain positive learning environments. Education professionals gain practical insight on research-based principles and practices through applications in field experience, teacher interviews, and classroom observations.

EDUC 6696 - Instructional Strategies for Students With Emotional/Behavioral Disorders

(3 sem. cr.) Education professionals are provided with an overview of research-validated academic and behavioral strategies demonstrated to be effective for students with emotional and behavioral disabilities. Education professionals examine specific content areas and the means for integrating strategies across the disciplines. They also research related subject matter, reflect on course content, and share perspectives through weekly discussions on a variety of topics, such as subtypes of emotional and behavioral disorders; assessment, eligibility, and placement; strategies to promote positive behavior; universal design for learning; and strategies for academic success/functional skill. As they continue to synthesize and develop material and experience from previous coursework (e.g., individualized education program (IEP) case study, classroom management plan), they apply skills developed in this course to construct appropriate activities for a collaborative lesson plan.

EDUC 6697 - Instructional Strategies for Students With Learning Disabilities

(3 sem. cr.) Students with learning disabilities tend to have deficits in four main areas that affect learning across the curriculum: working memory, strategy knowledge, vocabulary knowledge, and language coding. In this course, education professionals become familiar with the characteristics of students with learning disabilities, learn instructional methods to support student learning, develop and design appropriate accommodations, and learn specific strategies for teaching in math, literacy, and across the content areas. They learn to use assessment as an integral part of the instructional process to determine present levels of performance, set annual goals, and continually monitor individual progress relative to these goals. They also explore methods of developing specialized instruction that are individualized and responsive to student progress, thus supporting learning in ways that enhance and strengthen students‘ abilities.

EDUC 6698 - Demonstration Teaching: Special Education: Learning Disabilities

(6 sem. cr.) Demonstration teaching is the culminating experience in the Teacher Preparation Program with an M.A.T.; it provides education professionals the opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching occurs in two different classroom settings throughout the semester. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice. The university supervisor and classroom cooperating teacher work closely with education professionals and evaluate their performance. ***Note:*** The first 5 weeks of demonstration teaching run concurrently with EDUC 6697 - Instructional Strategies for Students With Learning Disabilities. The remainder of demonstration teaching runs concurrently with EDUC 6609 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education.

EDUC 6699 - Demonstration Teaching: Special Education: Emotional/Behavioral Disorders

(6 sem. cr.) Demonstration teaching is the culminating experience in the Teacher Preparation Program with an M.A.T.; it provides education professionals the opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching occurs in two different classroom settings throughout the semester. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice. The university supervisor and classroom cooperating teacher work closely with education professionals and evaluate their performance. ***Note:*** The first 5 weeks of demonstration teaching run concurrently with EDUC 6696 - Instructional Strategies for Students With Emotional/Behavioral Disorders. The remainder of demonstration teaching runs concurrently with EDUC 6609 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education.

EDUC 6700 - Clinical Practicum: Special Education, Learning Disabilities

(3 sem. cr.) The clinical practicum is the culminating experience in the Special Education Endorsement Program in Learning Disabilities (K–12); it provides education professionals the opportunity to apply knowledge and skills as well as to demonstrate required competencies.

During the clinical practicum, education professionals gradually assume complete teaching responsibility of the classroom. The clinical practicum provides real-world experience and the opportunity to implement theory into practice. The university supervisor and classroom cooperating teacher work closely with education professionals and evaluate their work throughout the experience.

EDUC 6701 - Clinical Practicum: Special Education, Emotional/Behavioral Disorders

(3 sem. cr.) The clinical practicum is the culminating experience in the Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12); it provides education professionals the opportunity to apply knowledge and skills as well as to demonstrate required competencies. During the clinical practicum, education professionals gradually assume complete teaching responsibility of the classroom. The clinical practicum provides real-world experience and the opportunity to implement theory into practice. The university supervisor and classroom cooperating teacher work closely with education professionals and evaluate their work throughout the experience.

EDUC 6705 - Foundations of Reading and Literacy♦

(3 sem. cr.) Education professionals in this course establish a mindset for reading and literacy instruction through which they recognize the dynamic landscape of 21st-century education. They explore historical perspectives on literacy education and the social, political, economic, and cultural forces that influence today‘s classroom. They learn, analyze, and apply research-based foundations of effective literacy instruction, including the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension. They explore and discuss a variety of related topics, including language development, new technologies, writing, learner diversity, assessment, and developmental approaches to instruction. Through this course, education professionals also learn the importance of collaboration, parent/family connections, data-driven decision making, and ongoing professional development.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6706 - The Beginning Reader, PreK–3♦

(3 sem. cr.) Building a strong foundation of literacy skills and experiences in young children is critical to their success in school and in life. In this course, education professionals learn and apply a developmental approach to reading and literacy instruction in preschool through grade 3. Using the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as an organizational framework, education professionals explore the characteristics of emergent, beginning, and transitional readers. They also plan and implement developmentally appropriate assessments, materials, and strategies for instruction, including effective use of current technologies. Through this course, education professionals learn the importance of effective planning and organization in the literacy classroom.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6707 - The Developing Reader, Grades 4–6♦

(3 sem. cr.) The intermediate grades present new and unique challenges to literacy learning. In this course, education professionals learn and apply a developmental approach to reading and literacy instruction for grades 4–6. Using the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as an organizational framework, education professionals explore the characteristics of intermediate and advanced readers. They also plan and implement developmentally appropriate assessments, materials, and strategies for instruction. Through various conceptual and application-based assignments, they explore text structures, specialized vocabulary, content area and interdisciplinary reading, literature, reading-writing connections, critical thinking, comprehension, research and study skills, multiple literacies, and use of current technologies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6708 - Literacy Development in a Culturally and Linguistically Diverse Classroom♦

(3 sem. cr.) Today‘s classrooms reflect the rich cultural and linguistic diversity of the world outside of school. Through this course, education professionals work toward establishing a culturally responsive classroom where literacy development can flourish for all students. Education professionals learn and apply strategies to scaffold and support English-language learners at all levels of language acquisition. They examine the second-language acquisition process and methods to assess second-language and literacy proficiencies. Additionally, they learn to select culturally sensitive and relevant instructional materials and work with parents, community members, and other colleagues to support student success.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6709 - Literacy Development in an Academically Diverse Classroom♦

(3 sem. cr.) Today‘s inclusive classrooms require teachers to become competent and confident in working with students who struggle with reading and writing. Education professionals in this course focus on accelerating the literacy development of students with reading difficulties, including students who have specific learning disabilities, and addressing the needs of students considered gifted. They use diagnostic assessments, apply research-based strategies, and work with reading specialists/coaches and special educators to support academically diverse needs within the larger classroom context. They also explore and discuss a variety of topics, including informal and formal assessment, methods to differentiate and scaffold instruction, progress

monitoring, leveling books, intervention strategies, and use of motivating texts. Additionally, education professionals learn the importance of collaboration with support resources.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society♦

(3 sem. cr.) As new and emerging technologies transform the landscape of education, the possibilities for learning and discovery grow exponentially. Through this course, education professionals examine the history and evolution of technology in society and its influence on education. Education professionals explore technology as a vehicle for broad access, and they employ a variety of digital-age tools, including social networking, interactive learning tools, and collaboration software, to inspire and motivate today‘s learners. They also explore and discuss ethical considerations, responsible use, and cyber safety issues. Through practical applications, such as designing a lesson that incorporates blogs, wikis, or podcasts, they gain hands-on experience integrating technology into the classroom.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6711 - Bridging Learning Theory, Instruction, and Technology♦

(3 sem. cr.) Education professionals in this course explore various learning theories and research on how the brain processes information as well as how they can use this knowledge to support the use of technology in the classroom. They explore and evaluate various technologies, such as computer-mediated instruction and virtual learning environments, as means to foster learner-centered classrooms where students are motivated. Education professionals also learn how to support and enhance instructional practices using technology and how to integrate developmentally-appropriate practices in teaching and learning with the latest digital resources available. Applying course concepts, they revise a lesson plan to support and facilitate student engagement using technology-based cognitive tools.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom♦

(3 sem. cr.) In this course, education professionals develop a new, expanded definition of what it means to be literate in today‘s technology-rich world. Education professionals explore the use and application of multimedia and Internet technologies that enhance learning and support collaborative problem solving in a digital information society. They learn strategies for how to prepare students across the grade levels for the complex challenges related to reading, critical thinking, researching, and communicating in the 21st century. Synthesizing course concepts,

they assess curriculum standards in their area and develop an inquiry-based unit plan designed to develop their students‘ information and visual literacy skills and meet a specific learning outcome or standard in their subject area.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6713 - Integrating Technology Across the Content Areas♦

(3 sem. cr.) In this course, education professionals expand their focus of technology use in the classroom by exploring instructional strategies and digital tools that facilitate content area literacy and learning. Education professionals learn how to design technology-infused projects that motivate students and help them meet specific curricular standards. They also explore developmentally appropriate ways of using multimedia and Internet technologies to bring discipline-specific concepts to life and foster interdisciplinary connections that enhance learning across the curriculum.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6714 - Reaching and Engaging All Learners Through Technology♦

(3 sem. cr.) Education professionals in this course learn to apply various technologies to enable and empower learners with diverse backgrounds, learning preferences, and ability levels. They employ digital-age solutions for differentiating instruction to meet varying needs, including assistive technologies that facilitate learning in students with special needs, programs that support English-language learners, and projects that engage and motivate gifted students. Through this course, they learn to harness the power of leading-edge technologies to increase learning and achievement for all students.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6715 - New and Emerging Technologies♦

(3 sem. cr.) Through this course, education professionals consider the future of teaching and learning, discover promising trends in technology, and investigate opportunities to become leaders in the field of technology and learning. They consider how to address school-wide challenges, such as limited resources and resistance to change, and they explore skills and strategies, such as grant writing and leading change. Additionally, they complete a capstone project that demonstrates their ability and willingness to become advocates and change agents who use technology to address challenges and create opportunities within the field of education.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6716 - Clinical Experience 1

(1 sem. cr.) This is an 8-week course taken concurrently with the methods course EDUC 6632 - Assessment and Instruction to Promote Literacy Development. Both courses align to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and discuss and apply learning objectives in the methods course. Concurrently, they implement the Literacy Assessment and Instructional Plan (LAIP) project in their clinical setting. The LAIP is designed to bring the course learning and weekly application of the learning into focus via implementation of various assessments with different learners and creation of an instructional plan.

EDUC 6717 - Clinical Experience 2

(1 sem. cr.) This is an 8-week course taken concurrently with the methods course EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and discuss and apply learning objectives in the methods course. Concurrently, they implement the Content Literacy Lesson Plan (CLLP) project in their clinical setting. During the CLLP project, education professionals apply their knowledge and skills in planning, implementing, assessing, and reflecting upon the implementation of three lesson plans designed to address students‘ literacy needs across content areas.

EDUC 6718 - Clinical Experience 3

(1 sem. cr.) This is an 8-week course taken concurrently with the methods course EDUC 6634 - Assessment and Intervention for Students With Reading Difficulties. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and discuss and apply learning objectives in the methods course. Concurrently, they implement the Struggling Reader Case Study (SRCS) project in their clinical setting. The SRCS is designed to bring the course learning and weekly application of the learning into focus via implementation of various assessments with one learner who struggles with reading tasks and create an intervention plan.

EDUC 6719 - Clinical Experience 4

(1 sem. cr.) This is an 8-week course taken concurrently with the methods course EDUC 6689 - Guiding and Supporting School Literacy Environments. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and discuss and apply learning objectives in the methods course. Concurrently, they implement the School-wide Literacy Project (SLP) in their clinical setting. The SLP is designed to bring the course learning and weekly application of the learning into focus via creation of a school-wide improvement plan, implementation of an initial action step, and evaluation of results of the action step in terms of student learning.

EDUC 6720 - The Special Educator as Instructional Leader♦

(3 sem. cr.) Powerful internal and external forces affect the leadership capacity and influence potential of special educators. In this course, education professionals examine internal variables, such as their emotional, spiritual, mental, and physical health. They also consider external variables, including current trends and issues related to medicine, neuroscience, research, law and governance, and technology. Moreover, education professionals explore the influence of these variables on teaching and learning and on enhancing their leadership capacity.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6721 - The Impact of Disabilities on Learning and Teaching♦

(3 sem. cr.) Special educators understand the breadth and depth of each disability and they continually expand their knowledge and skills related to the impact of cognition, behavior, sensory input, and physical/health issues on learning and teaching. Education professionals in this course examine disabilities beyond the surface level of definitions, characteristics, and common understandings to a deeper, life-encompassing, and future-planning perspective. Through this course, education professionals further their ability to advocate for individuals with disabilities and for the field of special education.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6722 - Strategic Collaboration in Special Education♦

(3 sem. cr.) Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Education professionals in this course explore the attitudes, skills, and dispositions that foster healthy and productive collaborative relationships, which are essential for working with teams to provide services for individuals with disabilities. They also examine the benefits and challenges of collaborating with others to maximize the learning potential of every student.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6723 - Advanced Instructional Strategies in Special Education♦

(3 sem. cr.) Providing accommodations and differentiating instruction are essential practices for special educators. In this course, education professionals learn advanced research-based approaches for designing, adapting, prescribing, and delivering instruction in the content areas, with special emphasis on progress monitoring. They also examine content-area standards and curriculum, focusing on the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6724 - Literacy Interventions in Special Education♦

(3 sem. cr.) Reading, writing, and communicating are literacy competencies that impact the quality of life for all people, especially individuals with disabilities; however, learning and behavioral disabilities often have a major influence on literacy development, thus requiring special educators who are well-versed in this area of learning and teaching. In this course, education professionals learn to identify reading and writing disabilities and collaborate with others to devise appropriate and effective interventions, including the use of assistive technologies. They engage in a variety of conceptual and application-based assignments that emphasize progress monitoring and ongoing assessment of literacy skills, strategies, and dispositions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6725 - Advanced Behavioral Interventions in Special Education♦

(3 sem. cr.) Behavior impacts human development at all ages and stages of life and is typically a matter of concern for individuals with disabilities. Education professionals in this course focus on understanding, assessing, managing, teaching, and monitoring behavior. They also review classroom and school management strategies, and they explore in greater depth individual functional analysis and individual behavior management plans, focusing on the goal of transition planning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6726 - Understanding the English Language Learner♦

(3 sem. cr.) In this course, education professionals gain a historical and cultural perspective of K–12 English-language learners. They explore concepts, theories, research, and first and second language acquisition differences to understand and teach this diverse group of students. Education professionals also examine their own attitudes, beliefs, and biases and learn the importance of developing culturally responsive learning environments. They also learn the value of working collaboratively with families and school staff to support the needs of all students in the general classroom.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6727 - Strategies for Teaching English as a Second Language♦

(3 sem. cr.) Education professionals in this course learn effective instructional skills and strategies to teach English as a second language in the K–12 classroom. Through conceptual and practical discussions and activities, they learn strategies and techniques to help students develop listening, speaking, reading, writing, and vocabulary skills in a variety of English-language learning environments. They also examine a range of language-learning programs, such as dual language immersion, transitional bilingual education, and structured English immersion. Additionally, education professionals learn to apply theories of second-language learning, literacy development, and standards-based teaching strategies to provide productive learning environments for English-language learners in general classroom settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6728 - Strategies for Teaching Content to English Language Learners♦

(3 sem. cr.) Making academic content accessible and comprehensible for English Language Learners requires specific strategies that K-12 teachers need to know and be able to do. By focusing on academic language, content acquisition, the use of adaptive technology, and English language models including Specifically Designed Academic Instruction in English (SDAIE), teachers learn practical ways to meet content standards for students with diverse needs, learning styles, and abilities. This course also addresses ways to prepare lessons that integrate both content and literacy objectives to better enhance the English language development of their English Language Learners.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6729 - Assessment and the English Language Learner♦

(3 sem. cr.) This course introduces a variety of formative and summative assessment tools to inform instruction and identify and evaluate language proficiency levels of English Language Learners in K-12 classrooms. Teaching professionals utilize assessment strategies designed to measure listening, speaking, reading, and writing skills. Topics include an overview of the challenges and issues teachers face, including language bias and testing, the inappropriate placement of English Language Learners, and the role of standards and high-stakes testing. Teachers will be able to interpret quantitative and qualitative assessment data results of both formal and informal assessments.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6730 - Curriculum Design for Learning♦

(3 sem. cr.) Professional educators must have the knowledge and skill to make important decisions regarding *what* students learn and *how* they will learn it to ensure student success. In this course, education professionals engage in a research-based process for designing and mapping curriculum that motivates students and promotes academic success. Beginning with the end in mind, education professionals identify clear learning goals and big ideas, create authentic assessments, and develop essential questions to guide effective instructional planning and ongoing assessments using their district or state standards and/or benchmarks. They also apply the curriculum design process to a subject area they teach, keeping in mind the influence of learning environment, family involvement, and social development on the design process.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6731 - Assessment for Student Learning♦

(3 sem. cr.) Education professionals in this course examine the historical and contemporary perspectives on assessment, including trends in high-stakes assessment and accountability. They learn types and purposes of assessment as well as how to use assessments effectively. Education professionals also analyze strengths and weaknesses of various assessment methods and use ongoing assessments to guide decisions that will improve student performance. They explore and discuss data collecting and analysis, grading, record-keeping, and reporting. Additionally, they learn the importance of student self-assessment and the best ways to support their students in monitoring learning and reflecting on how to improve personal performance.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6732 - Differentiated Instruction♦

(3 sem. cr.) The practice of differentiating instruction is a way for educators to meet diverse learning needs and preferences without having to individualize instruction for every student. In this course, education professionals learn how to differentiate five instructional elements—content, product, process, affect, and learning environment—according to students‘ interests, readiness, and learning profile. They explore flexible grouping and managing the differentiated classroom. Using their classroom curriculum, they plan and implement differentiated lessons and align them to important learning goals, essential questions, and formative and summative assessments while ensuring that their instruction includes meaningful applications of knowledge. Education professionals also learn how to draw on resources, such as staff, community members, and educators to support the ―whole” child in the learning process.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6733 - Action Research for Educators♦

(3 sem. cr.) Education professionals use action research in a variety of ways to improve schools, student performance, and their own professional development and skills. In this course, education professionals examine a structured approach to the practice of action research. They learn how to address relevant problems, become involved in collaborative inquiry, use data and research to inform their practice, improve student academic success, and contribute to positive change in their classroom and school environments. Education professionals engage in reflective practices as they collect and analyze student data and develop and implement data-informed decisions/actions to improve student learning and enhance professional growth.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6740 - Qualities of Effective Professional Development♦

(3 sem. cr.) Effective professional development is foundational in improving a school system‘s ability to raise student achievement. Education professionals in this course examine the history and research that supports the need for ongoing professional learning for teachers, principals, and all adults who interact with students in P–12 schools. They use case studies of schools and districts that have achieved results to learn the standards of exemplary professional-development programs and analyze the attributes necessary for success. Education professionals also have the opportunity to explore the roles and responsibilities of professional developers inside and outside the classroom as well as career paths for developing leadership skills in the area of adult and student learning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6741 - Designing Professional Development♦

(3 sem. cr.) Professional development that ensures quality teaching for all students is based on a model of continuous improvement that is data-driven and grounded in research-based practices. In this course, education professionals examine a variety of professional-development models and select and plan the most appropriate approach to support their goal. Using adult-learning theory as a foundation, education professionals explore models of adult learning and change and cycles of improvement. They also design strategies to build strong professional-development programs that include planning, delivering, following-up, and evaluating influence on teacher practices and student learning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6742 - Implementing Professional Development♦

(3 sem. cr.) Delivering and sustaining professional development requires an understanding of culture and change. In this course, education professionals develop skills to set expectations, facilitate professional learning, support individual growth, and build collaborative teams. Using change theory, they learn to monitor and support adult learning by organizing professional learning communities that focus on student needs and school goals. They explore strategies for delivering and providing continuous follow-up and support of professional learning. Education professionals also learn how to use collaboration, facilitation, coaching, and mentoring skills to involve colleagues, staff, families, and other key stakeholders in making decisions that are based on research-based practices and support a culture of learning that involves educators, students, parents, and community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6743 - Evaluating Professional Development♦

(3 sem. cr.) Evaluating the influence of professional-development efforts is crucial to ongoing success. Education professionals in this course explore systemic and comprehensive approaches for linking professional learning to student learning and using data to make informed decisions on how to improve the practices of educators and assess the influence on student learning. Using logic theories, they learn how to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. They engage in coursework that emphasizes communicating and disseminating results to multiple constituents within the school system. They also focus on system approaches that promote shared leadership in continuing, improving, and sustaining effective professional development at the district, school, and classroom levels.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6751 - Creating Supportive Learning and Service Environments♦

(3 sem. cr.) Supporting and retaining students until graduation is central to the mission of all institutions of higher education. In this course, education professionals investigate strategies for increasing student success throughout their college experience, from admission to graduation. They explore the ways in which faculty and staff throughout the institution can work collaboratively and leverage resources, such as emerging technologies, to create positive learning experiences. Educators focus on the interplay between academic and student support programs as well as how to design and implement such programs to maximize opportunities for student success.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6752 - Leading Change in Student Support Programs♦

(3 sem. cr.) In this course, education professionals explore strategies for leading change in programs and services to support student success and retention. Education professionals engage in research and discussion on a variety of issues, such as assessing needs, developing programs, and seeking resources through fundraising and grant writing. They also engage in activities that focus on ways that change efforts can support an institution‘s mission and strategic goals, such as increasing the participation of traditionally underrepresented populations in key program areas and building more inclusive communities of learners.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6753 - Planning and Program Development for Online and Distance Learning♦

(3 sem. cr.) Learning technologies continue to advance and diversify; therefore, a critical task in education is to ensure that such technologies are used in a manner that works for the institution and its students. Education professionals in this course are introduced to the process of planning and developing online and distance-learning programs. Education professionals investigate best practices in program structure and approach; steps in the planning process; requirements for accreditation and accountability; and emerging trends in integrating online technologies into a variety of learning environments. Through an integrative course project, they apply course concepts as they develop a project management toolkit that integrates specific steps and requirements associated with planning and developing an online program.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6754 - Administration and Assessment in Online and Distance Learning♦

(3 sem. cr.) Implementing a high-quality online or distance-learning program requires careful planning and attention to a range of issues affecting the program‘s operational effectiveness, productivity, and ability to support and retain students. In this course, education professionals explore strategies for staffing, scheduling, and supporting students as well as methods for assessing the effectiveness of these strategies in achieving program goals. They engage in discussions and critical analyses of approaches to program management, assessment, and continuous improvement, focusing on the goal of ensuring that online and distance-learning programs maintain their competitive edge.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6755 - Principles of Marketing and Enrollment Management♦

(3 sem. cr.) In an increasingly competitive market, colleges and universities must develop strategies for attracting and retaining students according to their missions and the needs of the community. In this course, professionals learn fundamental principles of marketing, institutional promotion, and enrollment management in a higher education context, including branding, differentiating and positioning, forecasting, and communicating with the public and alumni. They engage in discussions on a variety of issues related to strategic enrollment management processes, including legal and regulatory considerations related to student recruitment, financial aid, diversity issues, and methods to align marketing and recruitment efforts with institutional mission and goals. Demonstrating understanding of course concepts, education professionals complete an institutional case study to examine institutional approaches to enrollment management and marketing as well as related challenges.

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EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion♦

(3 sem. cr.) New technologies that can support an institution‘s efforts to recruit and retain students are emerging every day. These technologies can be powerful tools for promoting and increasing awareness of an institution‘s products and services. Education professionals in this course explore applications of online social networking systems, digital media, and other communications tools. They also examine traditional media and public relations strategies, which leaders at all levels of an institution can use to attract, engage, and retain students and to generate institutional awareness. Additionally, they gain practical experience developing a marketing and communication plan in which they incorporate strategies and media tools to refine an institutional message.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6757 - Planning for Learning♦

(3 sem. cr.) Effective learning experiences start with a clear plan. Decisions about what to teach, how to teach, and how to ensure students are achieving important learning goals confront every college instructor. Education professionals are introduced to concepts of planning curriculum and courses, establishing goals and outcomes, aligning outcomes with professional or disciplinary standards, prioritizing content, and planning for student engagement and active learning in this course. They engage in discussions and activities that emphasize the development of decision-making processes, which they can use to create effective plans for learning. Through an integrative course project, education professionals apply course concepts as they develop a learning plan that incorporates learning goals and teaching and assessment strategies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6758 - Creating Engaging Learning Experiences♦

(3 sem. cr.) A growing body of literature on effective practices in higher education highlights the importance of student engagement in the learning process. In this course, education professionals explore principles and processes for creating meaningful, student-centered learning experiences in a variety of educational contexts, including ways of using technology to support learning. They focus on how they can address the needs of diverse learners using active learning strategies, share responsibility for learning with their students, and empower their students to become more self-directed. Education professionals also learn to anticipate and address the challenges that self-directed approaches might create for students who are more familiar with traditional learning environments.

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EDUC 6759 - Assessing for Learning♦

(3 sem. cr.) Assessment in college teaching involves several critical processes: giving students meaningful tasks that allow them to demonstrate their learning; providing feedback that enables students to improve their performance; and using data about student learning to continually improve teaching. Education professionals are provided with opportunities to design and discuss approaches to evaluation and assessment that support learner motivation and development, track progress toward outcomes, and gain information they can use to inform their own practice, including ways that technology can augment these approaches. Through this course, education professionals can learn what it means to engage in teaching scholarship—the process of investigating their teaching and sharing demonstrably effective approaches with their peers.

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EDUC 6760 - Facilitating Learning Online♦

(3 sem. cr.) Online learning represents the fastest growing sector of higher education and is used in a variety of contexts. Education professionals in this course analyze how online learning can serve as a supplement to textbooks and traditional classroom instruction, a substitute for face-to-face time in blended or hybrid classes, and the exclusive method of learning in fully online courses and programs. They explore how online learning presents special opportunities as well as challenges to faculty and students. Through the development of an online learning experience, education professionals practice strategies for planning, facilitating, and assessing learning online, and they gain a better understanding of how to use online learning technologies to enhance learning and motivate students.

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EDUC 6761 - Globalization in Higher Education♦

(3 sem. cr.) Globalization is a phenomenon affecting almost every aspect of society, from politics to commerce to entertainment. Higher education is no exception; technology and social mobility increasingly lead to opportunities for collaboration and competition among institutions globally. In this course, education professionals investigate trends and issues in higher education worldwide, including ways in which institutions serve the needs of an increasingly mobile student population. Through assignments designed to provide practical application of course content, education professionals consider globalization through a variety of contexts, such as in their personal and professional lives, student experiences, and challenges and opportunities. They also explore international differences in institutional organization and governance, operations and services, accountability, and articulation; they use this knowledge to inform later study of program development and administration.

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EDUC 6762 - Administering International Higher Education Programs♦

(3 sem. cr.) Leaders in academic programs and student services have a growing number of opportunities to provide their students with educational experiences that take place in one or more international contexts. Education professionals in this course address strategies for international student recruitment and support; development and administration of cooperative programs, such as study abroad; implementation of technology applications to support international experiences; and other approaches to entering and enhancing their position in the global higher education market.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6765 - Early Childhood Systems♦

(3 sem. cr.) Involvement in public policy and advocacy efforts help foster the well-being of young children and families as well as the field of early childhood education. Effective involvement in the field of early childhood education, however, requires a foundational understanding of the system, its functions, and all its parts. In this course, education professionals examine the complexities of the early childhood infrastructure from local, state, national, and international perspectives. They explore, discuss, and blog about a variety of topics, such as public opinion with regard to the value and importance of providing quality services; parent, family, and community engagement; influence of current sociocultural, economic, and political contextual factors; and personal perspectives and reflections on the bonds of a collaborative learning community. Education professionals also analyze case studies to

understand policy formation; connections between policies, politics, government; and allocation of funds.

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EDUC 6766 - Tools for Policymakers and Advocates♦

(3 sem. cr.) Early childhood professionals must be skilled advocates to effect change positively. Education professionals are provided with the opportunity to gain the necessary tools, strategies, and insights to influence policy and advocate for young children, families, and the profession. Education professionals explore grant writing as well as family and political advocacy and research practices integral to effective leadership roles. Through a variety of conceptual and application-based assignments, they gain practical insight on building coalitions, developing communications plans, and designing effective public policies and advocacy initiatives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 6801 - Field Experience

(1 sem. cr.) Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate‘s preferred level or primary teaching experience and 40 hours at each of the other two levels.

EDUC 6802 - Field Experience

(1 sem. cr.) Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate‘s preferred level or primary teaching experience and 40 hours at each of the other two levels.

EDUC 6803 - Field Experience

(1 sem. cr.) Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate‘s preferred level or primary teaching experience and 40 hours at each of the other two levels.

EDUC 6804 - Field Experience

(1 sem. cr.) Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate‘s preferred level or primary teaching experience and 40 hours at each of the other two levels.

EDUC 6805 - Field Experience

(1 sem. cr.) Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate‘s preferred level or primary teaching experience and 40 hours at each of the other two levels.

EDUC 6806 - Field Experience

(1 sem. cr.) Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate‘s preferred level or primary teaching experience and 40 hours at each of the other two levels.

EDUC 6901 - The High-Performing Teacher

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
For teaching professionals seeking ways to refresh and revitalize their teaching, this course offers proven strategies that other successful teachers use to consistently bring out the best in themselves and their students. Master daily challenges through practical problem-solving and stress-reduction techniques, and develop effective goals to maintain motivation. See how practical strategies and technologies can inspire the students and keep teachers energized in the classroom.
Learn how to:

- Increase self-esteem and lower the odds of classroom burnout.
- Empower students to take responsibility for their actions.
- Identify strategies to connect with resources for peer support.

EDUC 6902 - Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online

Each student brings something unique to the classroom, including distinct learning styles and preferences. Understanding the individual differences of each student and using that understanding to design instruction can help teaching professionals become more effective in the classroom. This course addresses these aspects of student diversity and offers practical strategies that allow teachers to enhance each student‘s strengths.

Learn how to:

- Explore the underlying foundations of multiple intelligences theory.
- Identify and analyze behaviors in students that reflect the four basic learning styles.
- Explore ways to use students‘ strengths and affinities to teach essential skills.

EDUC 6903 - Building Your Repertoire of Teaching Strategies

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online

In today‘s diverse classrooms, the ability to reach all students requires a full repertoire of teaching strategies. This course features several dynamic strategies that build on existing teaching skills. Explore four innovative models of effective instruction, each supported by strategies that combine theory with practical teaching practices. Learn how to design and implement a variety of lessons that promote the potential of all learners in the classroom.

Learn how to:

- Identify and define four models of effective instruction: mastery, understanding, self-expressive, and interpersonal.
- Use the four models to explore and adapt new strategies.
- Understand the relationship between teaching, learning, and thinking as it affects both the teacher and the students.

EDUC 6904 - Helping Students Become Self-Directed Learners

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online

As the classroom changes, so does the role of a teacher. Teachers may find themselves acting more as coaches and facilitators as their students become more active in their own learning. In this course, teaching professionals will explore how to foster and encourage self-directedness in their students and create a learning environment that encourages collaboration and creativity. Learn how teachers can help their students manage their own learning, and inspire them to develop the skills they need to thrive.

Learn how to:

- Identify the characteristics of self-directedness in one's self and one's students.
- Help students refine their thinking beyond the first ―right” answer.
- Examine various ways to provide feedback that will help students produce high-quality work.

EDUC 6908 - Improving Reading in the Content Areas

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): 6-12 • Print & DVD and Online

Students‘ literacy skills limit content area learning. As the concepts and vocabulary in middle and secondary textbooks and digital resources become more specialized, and the vocabulary and concepts within them become more abstract, students need more sophisticated strategies for reading and comprehension. With this course, teachers can acquire practical strategies that can be used across grade levels and subject areas to build their students‘ comprehension skills and help them succeed in a content area.

Learn how to:

- Create lessons that seamlessly integrate literacy development with subject matter.
- Use strategies before, during, and after reading that increase student engagement to important content.
- Use assessment methods for a continuous view of student progress.

EDUC 6909 - Motivating Today’s Learner

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online

Are students lacking the energy, enthusiasm, and motivation to learn? This course will help teachers refresh and revitalize their instruction with easy-to-use strategies and techniques that will bring lessons to life for all types of learners, even the seemingly unmotivated ones. Explore a variety of issues that may impact student learning, including issues of gender bias. Discover ways to enhance one's own presentation skills and design fast-paced, engaging lessons to grab and keep the attention of all students.

Learn how to:

- Identify barriers that prevent students from achieving in school.
- Evaluate one's own beliefs and how they impact the expectations for student success.
- Develop strategies for creating a supportive learning environment.

EDUC 6911 - Math: Teaching for Understanding

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-6 • Print & DVD and Online

Teachers have the unique opportunity to lay the mathematical foundation that can help their students succeed. By ensuring that all students receive high-quality math instruction, teachers can equip them with the mathematical literacy skills required of workers in the 21st century, including the ability to problem-solve, think conceptually, and make meaning of numbers. With this course, teaching professionals will learn how to deliver high-quality, engaging mathematics instruction while developing their own understanding of foundational mathematics concepts.

Learn how to:

- Eliminate apprehension and frustration often associated with math.
- Discover meaningful ways to teach topics such as geometry, algebra, and numbers and operations.

- Incorporate strategies aligned with standards set forth by the National Council of teachers of Mathematics.

EDUC 6913 - Supporting the Struggling Reader

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-6 • Print & DVD and Online
With today‘s higher literacy standards, struggling readers are becoming increasingly common. Current research indicates that pulling struggling readers out of the classroom for additional support has not been successful in accelerating literacy development. In fact, the classroom teacher remains a key factor for student success. With this course, teachers will learn concepts and strategies to develop literary-instruction expertise so that they are better prepared to work with struggling readers in the classroom.
Learn how to:
- Identify risk factors and methods for diagnosing common reading difficulties.
- Explore and implement research-based intervention strategies to advance literacy development.
- Motivate reluctant readers and foster a value for reading.

EDUC 6914 - Designing Curriculum and Instruction with the Learner in Mind

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
How do teachers ensure that all their students achieve at high levels? Through this course, teachers explore how curriculum, instruction, and assessment can work together to challenge their students while making learning a rewarding and meaningful experience. Education professionals will have current research findings translated into a practical and flexible process for designing effective curriculum and instruction in a standards-based environment.
Learn how to:
- Use one's own state and local standards to design curriculum, instruction, and assessment.
- Use research-based strategies to raise student achievement.
- Implement easy-to-use activities to differentiate instruction according to student needs.

EDUC 6915 - Helping Struggling Readers with Content-Area Learning

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): 6-12 • Print & DVD and Online
Learn research-based strategies that can maximize the ability to help all students read better and meet subject standards in the class. This course focuses on what teachers need to know about struggling readers, including how to identify and meet their needs. Discover what support resources, such as parents and reading professionals, are available to a content-area teacher.
Learn how to:
- Analyze the relationship between students‘ reading and content learning.
- Design a plan to use vocabulary and comprehension reading strategies in the classroom.
- Implement interventions that will help to improve reading, writing, and learning.

EDUC 6916 - How to Get Parents on Your Side

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Discover how to improve students‘ achievement by recruiting their parents to support teachers' efforts in the classroom. With this course, teaching professionals will learn how to encourage parents to take an active role in their children‘s education by creating clear guidelines for collaboration. Begin by assessing parental-involvement needs, then explore ways to develop more effective relationships. Teachers will also examine how to work with parents of diverse cultures and parents of children with special needs.
Learn how to:

- Take proactive steps to establish early communication with parents.
- Work with parents in a positive and cooperative manner.
- Develop a plan for ongoing positive communication with parents.

EDUC 6917 - Succeeding With Difficult Students

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Teachers may find themselves in a constant struggle with the same students day after day. This course offers a framework for succeeding with difficult students. Learn to see the world from the difficult student‘s perspective, making it possible to begin to build trust and ultimately the foundation for a positive relationship. Discover that helping hard-to-reach students to succeed can be one of the most challenging, and rewarding, experiences of a teaching career.
Learn how to:

- Understand when and why a student misbehaves.
- Respond proactively to even the most difficult students in a calm, professional manner.
- Plan strategies for establishing a positive relationship with difficult students and their parents.

EDUC 6919 - Teaching Students to Get Along

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-6 • Print & DVD and Online
Many students today lack the skills for resolving everyday conflicts in a positive manner. As a result, the classroom can erupt in teasing, arguing, and bullying. With this course, teachers can learn how to create a positive learning environment where students get along, leaving the teacher free to teach. Acquire a variety of proven strategies that teachers can integrate into existing lessons and activities, and create a classroom that fosters teamwork and positive social behavior.
Learn how to:

- Increase students‘ ability to resolve arguments on their own.
- Identify the difference between bullying and normal conflict between students.
- Help students understand, respect, and accept differences in others.

EDUC 6929 - Including Students with Special Needs: Curriculum, Instruction, and Assessment

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online

As more students with special needs are integrated into general-education classrooms, many teachers are challenged by the goal of addressing the needs of all their students. This course covers both students who, by federal law, are eligible for services and have individualized education programs (IEPs), and students who may not be eligible but are considered at risk due to limited English proficiency, because they are considered ―slow learners," or who have mild learning disabilities. Teachers gain the skills to support an inclusive classroom and provide a high-quality learning experience, so that students with special needs can succeed alongside their grade-level peers.

Learn how to:

- Identify when and how to enlist outside resources to address the special needs of students.
- Explore the use of technology to support students in an inclusive classroom environment.
- Begin to create an environment of ―supported inclusion."

EDUC 6930 - Classroom Management to Promote Student Learning

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online

Today‘s students come with a range of learning needs, as well as social and emotional needs. As a result, there is no single formula for effective classroom management. This course explores several approaches to creating a supportive and respectful learning environment for all learners. Build a repertoire of research-based strategies, and reclaim class time once lost to handling classroom disruptions. Discover how teachers can increase parental support as well.

Learn how to:

- Design rules and procedures to increase students‘ sense of responsibility.
- Use preventive, rather than reactive, management strategies.
- Create a plan for teaching a conflict-resolution process.

EDUC 6935T - The Adolescent Brain

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): 6-12 • Print & DVD and Online

Adolescence can be a perplexing time not just for teens but for their teachers as well. This graduate-level course, developed by experts in the emerging field of neuroeducation, examines the mysteries of the adolescent brain and shows how teens learn best. Start by building a practical understanding of the brain‘s anatomy and its transformation during adolescence. Discover how to create a learning environment that respects teens‘ unique social and emotional needs and encourages them to become active learners. Teach students how their brains work and what they can do to enhance their own learning.

Learn how to:

- Apply a new understanding of the adolescent brain‘s unique characteristics and their effects on student learning.

- Use brain-compatible teaching strategies to create lessons that work with the teen mind to make lessons more engaging.
- Reach students who don‘t perceive themselves as learners

EDUC 6936 - Introduction to Teacher Leadership

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
In this course, teachers will learn to identify and overcome common roadblocks to assuming leadership roles, and how to strengthen their own leadership style.
Learn how to:
- Examine what differentiates and characterizes teachers who lead.
- Assess one's personal readiness to lead change and the organization‘s readiness to undergo change.

EDUC 6937 - Meeting the Needs of Culturally and Linguistically Diverse Learners

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Understanding diversity can enrich teachers‘ everyday interactions and instructional choices. This course helps increase their awareness of the complex influences of culture, language, and life experiences. Teachers will explore their own views on linguistic and cultural diversity, and discover a variety of resources and strategies that promote academic achievement for diverse students.
Learn how to:
- Address potential cultural and linguistic barriers to learning.
- Examine the connection between culture and learning, and support students‘ cultural differences.
- Create an equitable learning experience for all students.

EDUC 6938 - Teacher Leadership: Mentoring, Coaching, and Collaboration

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
This course can give teachers the skills and strategies to provide meaningful support and guidance to fellow teachers using a variety of coaching styles, mentoring techniques, and hands-on experience. Teachers will have the opportunity to develop, implement, and analyze their own coaching plan.
Learn how to:
- Evaluate personal learning styles and personality characteristics.
- Enhance listening skills to increase one's ability to be an accessible and effective coach.

EDUC 6939 - Teacher Leadership for Learning and Teaching

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Taking teaching to the next level begins with a deeper understanding of learning. This course can help teachers become more informed and effective leaders of student learning as they examine current learning research, including brain-based learning theory and its impact on teaching practice.
Learn how to:

- Evaluate roadblocks to learning and formulate approaches for overcoming these challenges.
- Implement the four models of effective instruction: mastery, understanding, self-expressive, and interpersonal.

EDUC 6940T - Teacher Leadership in Professional Learning Communities

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Extend one's own scope of influence, from working with peers to engaging stakeholders throughout the greater school community. In this course, teachers will learn the processes, benefits, and challenges of building and working in professional learning communities.
Learn how to:

- Analyze the relationship between learning communities and teacher leadership opportunities.
- Examine the school‘s learning community development stages.
- Evaluate the role of online learning communities in facilitating collaboration and professional development.

EDUC 6941T - Differentiating Instruction for Student Success

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Maximize learning for every student in the class—no matter how far behind or ahead he or she may be. With this course, teachers examine student differences, learn how and when to differentiate their instruction, and learn how to use assessment to adjust their instructional planning. Work with curriculum and standards, using differentiation strategies to design lessons that can be applied immediately with the students.
Learn how to:

- Analyze and summarize student differences based on readiness, interest, and learning profile.
- Evaluate and plan changes to one's learning environment to better support differentiated instruction.
- Develop classroom organization and management routines to address student readiness, interest, and learning profile.

EDUC 6942T - Returning Creativity to the Classroom

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
This course explores the integral role creativity plays in education today. Teachers will learn the current research on creativity, including the most innovative techniques and strategies used to create dynamic learning experiences, inspiring learning environments, and effective assessments. This course not only meets content standards but also brings out the creative spirit in teachers and their students.
Learn how to:

- Recognize the varied aspects of creativity as expressed in life, teaching, and learning.
- Apply current research in the classroom to foster creativity.
- Compile a Creativity Toolbox that consists of strategies that foster creative teaching and learning.

EDUC 6943T - Using Technology to Enhance Content-Area Learning

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Online
This course can show teachers how to integrate technology in more meaningful and appropriate ways into the content areas. Discover how to design technology-infused projects that motivate students and foster their creativity and independence as learners.
Learn how to:

- Construct a content-area, problem-based learning activity that integrates technology.
- Identify strategies for using digital tools to help students become self-directed learners.
- Analyze National Educational Technology Standards for Students (NETS-S) and Teachers (NETS-T).
- Develop a learning activity incorporating online collaboration to support content learning.

EDUC 6944T - Technology and 21st-Century Literacy Skills

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Online
Do students have the ―new literacy" skills they need for today‘s information-rich world? This course gives teachers the opportunity to explore how multimedia and the Internet can support inquiry-based learning, as well as foster collaborative problem-solving, communication, and critical thinking in their students. Acquire the strategies to strengthen students‘ learning through technology, while enhancing one's own technical knowledge.
Learn how to:

- Embed ―new literacy" skills into content-area lessons.
- Align ―new literacy" skills with content-area standards.
- Create an inquiry-based unit plan for evaluating and synthesizing Internet resources.

EDUC 6945T - The Effective Reading Teacher

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-6 • Print & DVD and Online

Become a more effective reading teacher with a course that lays the foundation for literacy instruction. Learn the stages of literacy development and the core concepts that support effective literacy instruction, such as language development and the five pillars of reading. Teachers will also explore a new mindset for reading that examines a developmental approach to literacy instruction, new literacy‘s, and the factors that influence reading motivation. Develop the knowledge and confidence to help students become more proficient readers.
Learn how to:

- Identify a student‘s stage of literacy development.
- Apply foundational literacy concepts, including the five pillars of reading.
- Analyze literacy assessments, including cognitive and non-cognitive assessments

EDUC 6946T - Teaching Beginning Readers

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): Pre-K–3 • Print & DVD and Online
This course offers a foundation for early literacy by taking a developmental, student-centered approach to reading instruction. Using the five pillars of reading as an organizational framework, education professionals will explore the characteristics of beginning, emergent, and transitional readers and implement developmentally appropriate assessments and strategies for their instruction. Teachers apply what they learn immediately in their classrooms with lessons developed based on their personal teaching situation, including their literacy program, their students, and their goals for success.
Learn how to:

- Assess students‘ progress in developmental word knowledge.
- Select appropriate and engaging texts for a particular group of students.
- Determine appropriate instructional strategies for improving reading fluency.

EDUC 6947T - Teaching Developing Readers

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): 4–6 • Print & DVD and Online
Learn developmentally appropriate strategies to help children in grades 4–6 strengthen their reading proficiency. With a focus on fluency and comprehension, this course explores a wide range of research-based instructional practices. Learn how to make reading less isolating by using technology to create collaborative experiences. Discuss ways to combat reading decline in older students, and consider ways to encourage and motivate students as they build literacy skills.
Learn how to:

- Plan and implement appropriate reading skills assessments.
- Use word study and vocabulary to help improve reading fluency.
- Create textual arrangements that engage students based on their interests.
- Identify and implement intervention strategies for struggling readers.

EDUC 6948T - Using Technology to Engage Diverse Learners

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Online
Learn how to use technology to reach and empower diverse learners in the classroom. From using technology to assess students‘ different learning styles and interests to employing various technologies to improve student learning and motivation, this course demonstrates how technology can help teachers increase achievement for all students. Teachers will also examine two frameworks for meeting the needs of diverse learners, Universal Design for Learning (UDL) and Differentiated Instruction (DI), in order to customize their instruction.
Learn how to:

- Develop a lesson plan that incorporates technology and elements of DI and UDL.
- Revise an existing assessment tool to better meet the needs of diverse learners.
- Create a personal plan for implementing technology-supported differentiated instruction.
- Build a tool kit of online resources for implementing UDL guidelines.

EDUC 6949T - Supporting Students With Learning Disabilities: Strategies for Success*

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-6 • Print & DVD and Online
This course prepares general education teachers with practical strategies to support the needs of students with learning disabilities. Teaching professionals learn research-based instructional methods to support student learning in specific content areas, such as reading and math, as well as ways to support students‘ problem-solving, organizational, and study skills. Teachers also can learn how to collaborate with specialists, parents, and other resources to help students gain the knowledge, skills, and dispositions to succeed academically.
Learn how to:

- Identify characteristics of students with learning disabilities.
- Create an inclusive classroom that meets the needs of all students.
- Apply Response to Intervention (RTI) and progress-monitoring processes.
- Address the social and emotional needs of students with learning disabilities.

***Note:* This course requires interaction with students to complete some reading assignments.**

EDUC 6951T - Motivating Students to Read

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Help create a community of engaged readers in the classroom with a course dedicated to instilling a love of reading. Explore the factors that affect reading motivation, and review current educational practices that influence a student‘s motivation to read. Reach students one never thought one could reach before, from struggling to reluctant and dormant readers, with practical, research-based strategies proven to increase reading motivation.

Learn how to:

- Increase reading motivation through choice, collaboration, self-efficacy, and environment.
- Use technology to promote authentic reading.
- Evaluate the classroom library and make a plan to enhance it.
- Increase parent involvement in motivating students to read.

EDUC 6952T - Assertive Discipline and Beyond

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online

Discover how to create a safe, positive learning environment where students behave responsibly and feel good about themselves. This course features strategies to help each education professional become an assertive teacher, an empowered teacher, and an influential teacher. Explore how to create a learning environment where students flourish and where teachers can feel a sense of accomplishment at the end of the day.

Learn how to:

- Identify the motivators behind student behavior.
- Implement a behavior-management plan to meet the different needs of students.
- Use positive reinforcement to help students stay on task and develop self-esteem.

EDUC 6954T - Differentiation in the Mathematics Classroom

(3 sem. cr.) Within one middle school or high school math class, educators find students with a wide range of skills, learning styles, and attitudes toward math. How do education professionals bring students of diverse abilities and needs to an equal level of competence, especially given the cumulative nature of mathematics proficiency? In this graduate course, education professionals learn how to apply grade-appropriate, differentiated instruction methods to provide students with multiple paths to understanding content. Through these strategies, educators learn to help students master fundamental skills and concepts, internalize content, visualize key concepts, and collaborate to solve problems.

EDUC 6955T - Writing Strategies for Increasing Achievement in Any Content Area

(3 sem. cr.) Whether education professionals teach composition or chemistry, they can improve their students‘ writing skills and, in the process, their comprehension of any subject. This course provides a systematic, step-by-step approach to teaching writing that is shown to help boost student proficiency. Using the Structured Process Approach, teachers in any area can learn how to help students break down the writing process into manageable tasks. Learn specific strategies for teaching students to write simple and complex arguments that encourage critical thinking, informative or explanatory pieces that deepen their understanding, and personal and fictional narratives that engage their interest in a subject. While content-area teachers will benefit from the course‘s step-by-step strategies, traditional writing teachers can also learn new research-based techniques.

EDUC 6960 - Capstone: Master's Project

(3 sem. cr.) The master‘s capstone experience provides education professionals the opportunity to integrate and apply their learning to real-world issues or problems. Education professionals research and create a product that addresses a critical issue in a particular institution or area of higher education. Examples of such products include a design for a program or service that could be implemented at a particular institution, a professional development program or resource, or a position paper that addresses a particular issue in depth. Education professionals choose an issue or problem that is of sufficient scope to enable them to apply theories, concepts, and practices gained from multiple areas of prior coursework. *(Prerequisite(s):* All other courses.)

EDUC 6961 - Assessment to Enhance Teaching and Learning

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Some teachers know *what* their students do not understand but struggle with determining *why* they do not understand. Effective assessment both incorporates standardized testing and goes beyond it, measuring not just what students are learning, but how they are learning. Using an Understanding by Design® (UbD) framework, also know as ―backward design," this course reviews current trends in high-stakes assessment and accountability and will teach education professionals how to use diagnostic, formative, and summative tools to improve student learning. In this coursework, teachers will apply these tools to a unit that they design, providing them with resources thay can use in the classroom right away.
Learn how to:

- Use ongoing assessments to help improve students‘ learning.
- Incorporate standardized testing as part of a broader set of assessment tools.
- Evaluate what comprises an effective rubric and how to build and apply one.
- Help students measure, monitor, and modify their learning.

EDUC 6964T - Advanced Instructional Strategies for Special Educators

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Designed for current special education teachers, this course explores advanced research-based approaches to designing, adapting, and delivering instruction for students with special needs. Using the research-based ―acquisition to generalization" framework, teachers learn to help students acquire new learning strategies that they can apply to other curriculum areas. Teachers also deepen their understanding of differentiation, culturally responsive teaching, and other instructional approaches. Teachers will directly apply their coursework by developing and implementing a support plan for one of their students.
Learn how to:

- Empower students with versatile learning strategies that can be used across content areas.
- Use curriculum-based assessments to monitor student progress.
- Incorporate technologies that even the playing field in an inclusive classroom.

- Implement a lesson that focuses on advanced practice, generalization, transfer, and maintenance.

EDUC 6965T - Using Data to Guide School Improvement

(3 sem. cr.) Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online
Designed for principals and school leaders, this course presents a step-by-step process for identifying, collecting, synthesizing, and applying the data essential to school improvement and informed decision making. Using a hands-on approach, school leaders learn how to ask the ―right" questions to identify their school‘s needs, and collect and analyze data to address those needs. The course covers the various types and sources of data available and the principles and techniques for effectively managing and evaluating data. School leaders learn how to develop a consensus on the factors affecting student performance and enlist stakeholders in data-driven school improvement.
Learn how to:

- Create a data collection plan.
- Analyze data to identify school needs and inform school improvement decisions.
- Foster a collaborative data collection and analysis process in school.
- Present findings in a meaningful way to gain stakeholder buy-in.
- Use data to drive decision making.

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

(3 sem. cr.) The master‘s capstone experience provides education professionals with an opportunity to integrate and apply learning to real-world situations, issues, or problems. Education professionals choose a field project, issue, or problem related to their specialization that is of sufficient scope to enable them to apply theories, concepts, and practices from across their prior coursework. *(Prerequisite(s):* All other courses.)

EDUC 7001 - Foundations: Ed.S. in Educational Technology

(2 cr.) Education professionals are introduced to Walden University and to the requirements for successful participation in an online curriculum. Education professionals work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They also engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

EDUC 7002 - Foundations: Educational Leadership and Administration

(3 sem. cr.) This course begins by building principal candidates‘ understanding of the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Leadership, and the Principal Preparation program. Principal candidates

complete a pre-assessment, develop an individual learning plan, and submit their Field Experience application and plan. Following this essential introductory work, principal candidates begin their study of school leadership by focusing on the structures of school organizations and leadership styles.

EDUC 7004 - Foundations: Teacher Leadership

(6 sem. cr.) Education professionals in this course are introduced to the environment, expectations, and content of post-master‘s work in the Ed.S. in Teacher Leadership program. Through participation in the course, education professionals develop facility with Walden University‘s online learning environment, and they gain an understanding of the university‘s and the program‘s support systems, expectations, and outcomes. They also gain knowledge about the field, which they synthesize with reflection on their own experience and goals.

EDUC 7005 - Foundations: Ed.S. in Curriculum, Instruction, and Professional Development

(3 sem. cr.) In this introductory course, education professionals explore the connection between curriculum, instruction, assessment, and professional development as well as the importance of each on student achievement. Education professionals examine leadership, in addition to change and systems theory, within the context of developing and implementing a shared vision for student learning that is embraced by all educators and families within a school community. Additionally, education professionals are introduced to Walden University‘s Richard W. Riley College of Education and Leadership and the requirements of the Education Specialist (Ed.S.) program.

EDUC 7006 - Foundations: Assessment, Evaluation, and Accountability

(4 cr.) In this foundational course, educators are prepared for joining the academic community with a focus on acquiring common language for the field of assessment, evaluation, and accountability within the context of educational organizational effectiveness. Key issues in the field are explored while learning the process for how to successfully complete the education specialist degree, with Walden support in developing (1) facility with Walden University‘s online learning environment; (2) understanding of the university‘s and the programs support systems, expectations, and outcomes; and (3) advanced graduate-level critical-thinking, research, and writing skills.

EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦

(6 sem. cr.) Learning in adulthood is imperative for individuals to realize the opportunities of 21st-century workplaces, technology, and society. Providing these learning experiences requires committed and responsive adult and postsecondary education leaders. In this course, education professionals investigate contemporary trends and issues in teaching and learning in postsecondary and adult education settings. The course also provides education professionals with an introduction to the expectations of graduate work in Adult Education and College Teaching and Learning programs. Education professionals learn to work effectively within

Walden University's online learning environment and develop an understanding of university and program support systems, expectations, and outcomes.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 7011 - How Adults Learn: Theory and Research♦

(6 sem. cr.) Working effectively with learners in any postsecondary setting, from traditional college classrooms to workplace training, requires a sound understanding of how adults learn. In this course, candidates examine key concepts in adult learning theory, focusing on developmental theory and the wide range of research that supports it. Candidates explore adult learning theories from andragogy to transformation, including phase and stage developmental theories, and they examine effects of gender and culture on adult learning. They also have the opportunity to reflect on the relationship of this material to their own learning or teaching experiences.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 7012 - Applied Research in Education♦

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 7013 - Designing and Assessing Learning Experiences

(6 sem. cr.) Research has considerably expanded knowledge of adult learning and development in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, candidates 1) advance their understanding of research methods as they examine literature about design and assessment; and 2) apply research-based principles to design a project that develops learning experiences for a specific population of adults, whether on-site, online, or through a blended hybrid model.

EDUC 7014 - Facilitating Adult Learning

(6 sem. cr.) Grounded in research and theory about learning differences, this course explores the repertoire of practices that facilitate adult learning from both the teaching and learning

perspectives. These practices range from mentoring and coaching to collaborative engagement and reflective practices. Learners deepen their understanding of research methods both through critiquing articles and by designing research studies to investigate specific learning practices.

EDUC 7015 - Adult Education Capstone: Trends, Issues, and Global Perspectives

(6 sem. cr.) New research and technological innovations continue to change the current state of knowledge; therefore, it is necessary that everyone functions as a lifelong learner. In this course, education professionals examine intriguing and potentially critical directions in adult learning, including new technologies and the impact of globalization. The concluding capstone project provides education professionals with the opportunity to demonstrate the ability to apply theories, concepts, and skills gained throughout the program. Working in a consultative role as an adult education professional, candidates engage in a real-world, problem-solving project within their work environment.

EDUC 7100 - Evolution of Educational Technology in Society, Education, and the Workplace

(4 cr.) A wide variety of factors, including limitations, innovations, and major breakthroughs, influence the evolution of learning. Through this course, education professionals gain framework for understanding educational technology, helping them keep up-to-date with modern technological trends that affect teaching and learning. Education professionals examine this evolution and the history of educational technology as a field of study before and following the emergence of computers and cyberspace technology. Through a variety of applied assignments, they focus on how educational technology has evolved through the ages of agriculture, industry, and information.

EDUC 7101 - Diffusion and Integration of Technology in Education

(4 cr.) Social and systemic change resulting from the integration and adoption of technological innovations will be the focus of this course. Learners will explore Rogers‘ diffusion of innovations theory, and the research that shows best practices for integrating technology in the workplace/education, to find ways to be a catalyst for change. Strategies for overcoming resistance and barriers to change will be analyzed.

EDUC 7102 - Principles of Distance Education

(4 cr.) Different theories, paradigms, and the history of distance education will be explored. Learners critique current research and assess online learning programs including hybrid and fully online delivery. Accessibility issues, open source, best practices to facilitate learning, global trends, and the move from elite to mass higher education will be analyzed. Synchronous versus asynchronous platforms will be contrasted.

EDUC 7103 - Leading and Managing Educational Technology

(4 cr.) Education professionals in this course explore issues related to leadership regarding the integration of technology in business and in education at any level, including K–12 schools,

community colleges, teacher education, or higher education. They explore such areas as leadership, strategic planning, systems acquisition, coordination, implementation, technology management and its implications for teaching and learning, and administrative functions. Moreover, they share perspectives through discussions on policies that affect human resource development, staff development, information access, security, management control, and evaluation.

EDUC 7104 - Designing Instruction for Distance Education

(4 cr.) Instructional design for distance education involves understanding educational experiences, what makes these experiences effective, and the ways in which students learn in the online environment. This course provides education professionals with the opportunity to gain a practical understanding of these topics through the examination of learning styles, learning theory, social networking and collaborative group influences, assessment, global perspectives, and diversity. They also analyze effective online educational experiences from education and the workplace. Focusing on the design and delivery of distance education, education professionals engage in applied assignments that emphasize developing, field testing, and revising a web-based unit. They also explore ways to employ engaging instructional electronic strategies to enhance design and development. *(Prerequisite(s):* EDUC 8842 or 7102).

EDUC 7105 - Learning Theory and Educational Technology

(4 cr.) In this course, education professionals extend their knowledge of learning theory, including behaviorism, cognitivism, and constructivism, to the application of educational technology as they explore ways to translate theory to practice. Education professionals explore instructional interventions and their potential improvement through the application of technology. They also use a variety of theories, such as multiple intelligences, constructivism, computers as mind tools, brain-based learning, and connectivism to learn how technology facilitates learning. Through a collaborative constructivist activity, education professionals critically analyze constructivist learning theorists to determine how their principles apply to educational technology. Using knowledge gained from these analyses, education professionals identify and explain related challenges regarding the use of constructivist and collaborative activities for learning as well as solutions for overcoming these barriers.

EDUC 7106 - Technology Integration and Curriculum

(4 cr.) Education professionals in this course focus on integrating technology in the K–12 curriculum by exploring effective use of technology to facilitate learning across the content areas. They explore best practices related to the design and implementation of technology-infused projects that meet specific curricular standards, and they analyze technology literacy, technology for assessment purposes, and applications of technology to make interdisciplinary connections. Education professionals demonstrate their understanding of course concepts as they develop problem-based learning instructional units that address authentic problems, incorporating lesson plans, student collaboration through social networking, and assessment rubrics.

EDUC 7107 - Multimedia Technology to Facilitate Learning

(4 cr.) Through this course, education professionals explore strategies for facilitating learning through the use of technology, including electronic and multimedia presentation of materials and curriculum design. Delving deeper into content and sharing perspectives, education professionals engage in weekly discussions on a range of topics, including functions and tools of and research on multimedia-based instructional design, Mayer‘s triarchic model of cognitive load; cognitive learning styles of digital natives versus digital immigrants, dual coding, and assessments for multimedia assignments. They gain practical experience designing learning materials based on principles of universal design using electronic materials.

EDUC 7108 - Emerging and Future Technology

(4 cr.) The emergence of new technologies in the information age and beyond is dramatically changing the way people teach and learn in K–12 education, higher education, and corporations. Education professionals in this course explore new scholarship, collaborative tools, social networking, wireless and mobile technologies, creative commons, fair use, user-created content, and virtual worlds to become leaders in helping to diffuse these innovations. They also engage in a multi-media presentation to analyze obsolete technology, assess new technology, and explore projections regarding future technological movements. Through this project, education professionals are better able to conceive a world where technology is a seamless aspect of learning and work. *(Prerequisite(s):* EDUC 7311).

EDUC 7109 - Diverse Learners and Technology

(4 cr.) In this course, education professionals examine the use of technology in K–12 education to bridge the achievement gap for students from culturally, economically, and linguistically diverse backgrounds. They explore a range of topics, including the use of technology to meet varying ability levels; the use of assistive technologies to foster learning in students with special needs; and the application of technology as a tool to engage and motivate gifted students. Using case study scenarios, education professionals engage in activities to demonstrate their understanding of course content, including application of research-based practices, adaptation of curriculum to meet needs of diverse learners, and analysis of skills and strategies to foster high levels of learning.

EDUC 7115 - Assessment and Accountability in Education

(4 cr.) Increasingly, educators at all levels are asked to document the impact of the educational process on learners and to make research-based decisions. This course provides educators with grounding in assessing and evaluating student learning, developmental outcomes, and educational programs. They also examine the purposes for collecting student data, acquire key evaluation concepts, and examine the distinctions among various approaches to assessing learning.

EDUC 7117 - Educational Organizations and Contexts

(4 cr.) Research efforts to support the educational process and effective leadership demand an understanding of schools and academic institutions as complex systems and units of change. Education professionals examine theories of organizational functioning and apply these insights to the functioning of individuals and groups within educational systems. Topics include systems thinking, assuring organizational effectiveness that supports teaching and learning, and conflict management. *(Prerequisite(s):* EDUC 7006 and EDUC 7115.)

EDUC 7200 - Teaching and Learning for School Leaders

(3 sem cr.) Effective principals influence the quality of teaching by understanding how to recognize outstanding teaching and facilitate improvement by communicating how and why learner-centered teaching enhances the achievement of every student. The latest research on education, teaching, and learning is introduced to education professionals in this course. Education professionals gain understanding of how research informs different approaches to instruction as they examine specific, research-based principles that account for differences in what and how students learn. Through case studies and discussions, they demonstrate strategies and plans to help their school move forward, provide purpose and direction for students, and help students and a school work through change.

EDUC 7201 - Communication and Collaboration for Leaders

(3 sem cr.) Effective principals work to foster shared understanding of and commitment to making sure that every student learns and succeeds; this requires the ability to communicate and the capacity to create conditions and processes that foster collaborative problem solving and decision making. Education professionals in this course explore the characteristics of effective leaders. They learn how to model open and responsive communication as well as how to create time and use tools to ensure that such interactions are common within the school and throughout the school community. They also explore the role of schools in communicating with and drawing upon community resources of various types, including public agencies and organizations that serve youth and families. Through this course, education professionals work toward establishing the personal, ethical, and moral platforms to become effective leaders who model and promote ethical and productive civic behavior.

EDUC 7202 - Ensuring Quality Education for Students with Diverse Needs

(3 sem cr.) Diversity can be a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. However, to harness the opportunities of diversity, leaders must also acknowledge differences among learners, in addition to biases, discrimination, prejudices, and stereotypes. Education professionals in this course explore and analyze these issues, in addition to the complexities, responsibilities, and opportunities associated with leading schools with diverse student populations. They also focus on one of the most challenging tasks facing schools today—to increase the achievement of students placed at risk because of limited facility with English and/or physical, mental, and emotional disabilities. Education professionals explore diverse and inclusive approaches proven most effective in

supporting English-language learners and students with special needs to reach high standards of performance.

EDUC 7203 - Policy and Law in School Organizations

(3 sem cr.) In this course, education professionals explore selected general legal principles, case and statute law, and law-making agencies that impact leaders and educational institutions. They also examine a variety of key content areas, including but not limited to the legal status of the local school district; the role of federal, state, and local governments; the governance of schools; and the policies, rules, and regulations related to school organizations. Education professionals also engage in a variety of discussions and applied assignments focusing on rights, responsibilities, and obligations of administrators, teachers, students, parents, and school boards; community education; civil rights, collective bargaining; torts and contracts; and legal research. They also gain practice in the development of policy to meet regulations and constitutional provisions.

EDUC 7204 - Using Data to Strengthen Schools

(3 sem cr.) Education leaders must use data extensively to guide them in defining needs, setting and prioritizing goals, monitoring and evaluating progress, and identifying effective strategies for improvement. Through this course, education professionals focus on developing knowledge for data-driven decision making and the critical skills necessary to meet the needs of all children and to reach accountability expectations. A special emphasis is on the definition of action for effective schools: continuing analysis of the gaps between goals for student learning and actual student performance. Education professionals gain practical experience developing a strategic plan and collecting, analyzing, and using data for school improvement and student learning.

EDUC 7205 - Budgeting and Allocating Resources

(3 sem cr.) Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. In this course, education professionals learn how to use these resources most effectively and how to use research to develop a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best align to necessary goals for improvement. They also examine ways to link whole-school strategic plans to effective instructional practices and improved use of time and money, ensure individualized attention where needed in subject areas, evaluate alternative paths to school improvement, invest wisely in improving teaching quality, and organize staff and use other resources in new ways that allow focused investment in teaching and learning.

EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments

(3 sem cr.) Effective principals develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. Education professionals in this course learn strategies for fairly and effectively administering discipline and resolving conflict. They work toward understanding and using individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that

result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond. Additionally, they examine and discuss issues related to safety and violence in schools, considering methods of prevention and ways to respond to unsafe and violent situations.

EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math

(3 sem cr.) To effect positive change and high levels of learning, school leaders must understand the foundational principles of teaching—curriculum, instruction, and assessment. In this course, education professionals make connections between these components, and they learn about issues that principals must consider as they plan to adopt and implement a new or substantially revised program designed to enhance student learning in a content domain. They also examine ways to ensure that content standards, curriculum materials, assessment, instruction, professional development, and parental and community involvement, among other initiatives, align in ways that foster student achievement in literacy and math.

EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel

(3 sem cr.) Education professionals in this course examine human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. They learn the importance of identifying teachers‘ needs for professional growth as well as ensuring that teachers have the opportunity and motivation to participate in ongoing professional development that focuses on enhancing learning for every student. Education professionals also learn to identify characteristics of productive teacher evaluation processes and programs and distinguish between supervising teaching and supervising learning. Additionally, they explore how to evaluate school personnel through a process and structure that is productive and supportive; motivates improvement; results in retention of highly competent staff members; embodies standards of due process; and takes into account the provisions of the contractual agreements between the staff and their districts.

EDUC 7210 - Leadership for Today’s Schools

(6 sem. cr.) Today‘s schools are dynamic places and require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others‘ paradigms and leadership styles, and they determine best practices to promote positive social change.

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 7211 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7212 - Teaching and Learning: Theory and Research

(6 sem. cr.) Research has considerably expanded the knowledge of teaching and learning in recent years. A new paradigm for the design and assessment of learning experiences is a result of these gains. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, via technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

EDUC 7213 - Collegial Interactions and Professional Development

(6 sem. cr.) This course expands the role of teacher leadership from the classroom to the school community. Education professionals in this course focus on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring.

EDUC 7220 - Leading Effective Curriculum Design

(3 sem. cr.) Curriculum design is effective when it aligns with a district‘s beliefs about teaching and learning. In this course, education professionals examine current research on learning theory, and they consider how to use various curriculum design models to bring such theory to action. They learn how to develop curriculum initiatives that align with standards, contextualize content, and focus on the needs of diverse learners across all grades levels. Education professionals also engage in coursework that emphasizes the importance of building capacity among school leaders by launching learning communities that can lead, monitor, and support successful implementation of curriculum plans.

EDUC 7221 - Leading Research-Based Instructional Practices

(3 sem. cr.) In an age of accountability, leaders must be able to use multiple forms of data to inform curricular and instructional decisions. In this course, education professionals examine the

inextricable link between curricular content, instruction, and assessment within a system. They examine the role of formative and summative assessments in making decisions and the various forms and purposes of assessment. Education professionals learn how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. Through conceptual and applied assignments, they explain how to use data to lead school reform, and they examine how to select curricular programs that support struggling students and how to articulate a system‘s assessment targets to the larger educational community.

EDUC 7223 - Using Assessment and Data for School Improvement

(3 sem. cr.) In an age of accountability, leaders must be able to use multiple forms of data to inform curricular and instructional decisions. In this course, education professionals examine the inextricable link between curricular content, instruction, and assessment within a system. They examine the role of formative and summative assessments in making decisions and the various forms and purposes of assessment. Education professionals learn how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. Through conceptual and applied assignments, they explain how to use data to lead school reform, and they examine how to select curricular programs that support struggling students and how to articulate a system‘s assessment targets to the larger educational community.

EDUC 7304 - Effective College Teaching: Engaging Diverse Learners

(6 sem. cr.) As colleges and universities broaden their missions to serve new groups of learners, and as more people pursue a college education, college educators must strive to engage increasingly diverse student populations. At the same time, changing workplace needs and growing demands for accountability require that college educators must be able to help demonstrate that their learners have met important learning goals. In this course, education professionals will investigate the research-based teaching and assessment strategies that can support all learners. Education professionals also assess methods for critically reflecting upon their own practice, engaging in education scholarship, and collaborating with colleagues on the continuous improvement of learning experiences and environments.

EDUC 7306 - Effective College Teaching: Using Technology to Support Learning

(6 sem. cr.) Technology is a tool that can support student engagement and the development of critical knowledge and skills. College educators must learn how to harness the growing number of new technologies for constructive use in diverse learning contexts. This course provides education professionals with the opportunity to demonstrate a practical application of theories, concepts, and skills gained throughout the program. Education professionals consider how to stay abreast of available technologies and related research as well as how to use these tools and research most effectively in face-to-face, hybrid, and online environments. Through a real-world, problem-solving project within their work environment, education professionals demonstrate their ability to make critical decisions on when and how to implement technological solutions, how to assess the value of these tools for students in particular learning contexts, and how to maximize the power of technology for learning in a global environment.

EDUC 7307 - Development of the Scholar-Practitioner

(4 cr.) Building on the Carnegie Foundation‘s metaphor of ―stewards of the discipline,” students explore the role of scholar-practitioner and the expectations and responsibilities inherent in obtaining a Ph.D. in Education. Based on this understanding, students develop a Professional Development Plan to guide their progress through the program. Strategies for success and orientations to the university and online learning are also provided.

EDUC 7308 - Principles of Social Change

(4 cr.) Consistent with the mission of Walden University, this course ―sets the stage” for the remainder of the program, by providing students with a framework for their work as scholars and as agents of positive social change in education. Students examine foundational theories of education, while looking toward their future role in the discipline. Students also begin developing their skills as scholarly writers.

EDUC 7309 - Social Change in Education

(4 cr.) The choice to effect positive social change in education demands that scholar-practitioners have the requisite skills and abilities to take responsibility for generating new knowledge, conserving the values of education, and communicating that information to others. In this second course on social change, students examine these key principles of disciplinary stewardship, while building strategies to engage the scholarship in education. *(Prerequisite(s):* EDUC 7307 and EDUC 7308.)

EDUC 7310 - Leadership in a Global Society

(4 cr.) Leadership in education can take many varied forms, from the teacher in the kindergarten classroom to the president of a university. Academic leaders recognize the interplay between local challenges and national and global influences, and the unique societal pressures on the educational process. Students examine leadership theories and research, and principles of leadership within educational communities, while analyzing their own leadership skills. *(Prerequisite(s):* EDUC 7309).

EDUC 7311 - Educational Organizations and Contexts

(4 cr.) Research efforts to support the educational process and effective leadership demand an understanding of schools and academic institutions as complex systems and units of change. Students examine theories of organizational functioning and apply these insights to the behaviors of individuals and groups within educational systems. Topics include systems thinking and organizational effectiveness that supports teaching and learning. *(Prerequisite(s):* EDUC 7310).

EDUC 7312 - Innovation and Change in Education

(4 cr.) Understanding the impact of new innovations and change has emerged as a field of theory and research in education. Building on the theories and research from previous courses, along with the principles of social change, students examine the challenges inherent in initiating and

managing change in educational organizations. The role of ~~"c~~hange agent" is explored, as well the influences of technological innovations on the academic process. *(Prerequisite(s):* EDUC 7311).

EDUC 7314 - Capstone: Leadership for Social Change in Education

(6 cr.) This is the final course in the Ed.S. in Leadership for Social Change in Education program and gives students an opportunity to individualize the content of the courses by integrating the concepts and principles learned in the program in a meaningful way. Acting as change agents or change advocates, students will identify a problem within their individual organizations; present data illustrating the nature of the problem, and make recommendations, based on relevant social change theory, concepts, and principles, that will lead to an improvement of the human and social conditions in their organizations. To extend the learning experience, students will collect feedback on the viability of their individual plans from at least 10 stakeholders, compare and contrast the views, and cite revisions that should be made to their original plans to improve the efficacy of the project. *(Prerequisite(s):* All other courses.)

EDUC 7350 - A New Vision of Assessment, Evaluation, and Accountability

(4 cr.) This course recasts the role of assessment and evaluation as a vehicle for positive change. The notion of accountability is supported by the concepts of social and ethical responsibility, and informs continual improvement efforts for individuals and organizations. Theory, trends, and systemic perspectives of the field are connected to changes required for enhancing performance and increasing effectiveness. Topics include evaluator credibility, national and international assessments and comparisons, and facilitation with individual and cultural values underpinning evaluation purposes, processes, and judgments. *(Prerequisite(s):* EDUC 7117 and RSCH 7200D.)

EDUC 7352 - Assessing for Individual Growth

(4 cr.) The value of performance assessment coupled with accountability systems can vary widely, depending on how resulting data are used to enhance learning. Students in this course examine the nature of individual evaluation in multiple educational contexts. Students will examine the use of data for measuring learner progress, data-based decision making, and personnel evaluation. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data gathering and analysis. *(Prerequisite(s):* EDUC 7350, RSCH 7100D, RSCH 7200D.)

EDUC 7353 - Evaluating and Improving Programs, Organizations, and Systems

(4 cr.) Determining comprehensive value and worth of a curriculum, project, instructional method, institution, or policy is a complex endeavor. In this course, educators examine the process of determining the value, purpose, efficacy, and social implications for programs, organizations, and systems within a framework for continuous improvement. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed methods of data gathering and analysis. *(Prerequisite(s):* EDUC 7350 and EDUC 7250.)

EDUC 7354 - Dynamics of Communication for Impact and Results

(4 cr.) Finesse and skill are needed to communicate complex information and findings from data analysis to particular stakeholders in ways that convey understanding, impart meaning, and stimulate a call to action. The focus of this course is on how to report results, consequences, options, and recommendations in compelling ways for multiple audiences. A wide variety of communication methods will be explored that include presentation technology, Internet communications, technical writing, writing for publication, press releases, grant writing, and collaborative communication. Data compression is practiced as part of the communication and recommendation process. *(Prerequisite(s):* EDUC 7353.)

EDUC 7355 - Capstone: Building a Culture of Continuous Improvement

(5 cr.) *Continuous improvement* is a phrase that is applied in both business and educational settings. Operationalized, the term crosses fields that include leadership, organizational development, change theory, and evaluation and assessment. In this course education professionals connect continuous improvement as referenced in these fields and move beyond to include organizational culture, professionalism, social justice, and codes of ethics that support the formation and sustainability of this type of culture. The culminating project provides a platform for individualizing a plan with a self-chosen organization that incorporates evaluation, assessment, and a vision for social responsibility as part of creating a culture of continuous improvement. *(Prerequisite(s):* EDUC 7354; EDUC 7355 must be the last course taken in the program.)

EDUC 7541 - Foundations in Reading and Literacy Leadership

(6 sem. cr.) Literacy may be understood in multiple ways across various settings and populations. This course will lay a foundation for leaders to define literacy based on sociopolitical landscape, the influence of social media and technological innovation, and influences coming from Common Core standards that influence literacy programs in P-20 and beyond. As part of this foundational course, candidates will also learn the process for how to succeed as a graduate student at Walden University, understanding how Walden supports students in developing (1) facility with Walden University‘s online learning environment; (2) understanding of the university and the program support systems, expectations, and outcomes; and (3) graduate-level critical thinking, research, and writing skills.

EDUC 7542 - Literacy Leadership for Today’s Schools

(6 sem. cr.) The field of literacy education demands leaders who are not only knowledgeable in this subject area but who can articulate a dynamic vision that motivates collaboration, creativity, and positive social change. This course, grounded in knowledge about literacy professional standards of practice, examines the high-stakes nature of literacy acquisition in the context of limited financial and human resources. Leadership skills explored include decision making to solve complex problems, facilitation for reaching goals, mentoring, and the building of staff capacity for literacy infusion across content areas. Candidates study leadership and change theory at both the research and application levels.

EDUC 7543 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7544 - Learners and the Changing Literacy Landscape

(6 sem. cr.) Literacy is essential for individual learning and is also a means by which an individual participates in the intellectual, social, and commercial life of the community. Students in this course examine language development within the context of culture, the value placed on literacy within the community, and diversity of learner ability. Topics include the developmental nature of literacy competencies from early childhood to the adult learner, potential barriers to literacy that learners of all ages must overcome, theoretical research, and approaches to curriculum and instruction that facilitate literacy across settings. Specific attention is given to the challenges second language learners face in school. Candidates will practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.

EDUC 7545 - Assessment and Data Analysis to Support Systemic Literacy Programs

(6 sem. cr.) Designing systems that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describe the status of student, teacher, and school performance. This course will examine a variety of assessment tools and validity issues for addressing individual and classroom needs as well as district and state mandates. Topics include a focus on data analysis for tiered intervention decision making and the interpretation of data to drive recommendations at a systemic level. Skills of collaboration and stakeholder inclusion are examined. Research modules include qualitative methods appropriate to understanding institutions, programs, and stakeholder interests will be explored.

EDUC 7547 - Capstone: Program Development and Professional Development

(6 sem. cr.) As research and technology continue to provide new perspectives on literacy, educational leaders are charged with the responsibility for leading the development and implementation of innovative programs that support high levels of literacy achievement for all learners. This course emphasizes program development, monitoring, and evaluation for continuous improvement of literacy teaching and learning. It integrates the important role the literacy leader plays in supporting effective professional development, based on adult learning theory. Topics also include the creation of a literacy environment and the use of technology for that environment and as a tool for professional development. Research modules include mixed methodology approaches appropriate to program development and evaluation. This course culminates with the Ed.S. Capstone Project.

EDUC 7740 - Qualities of Effective Professional Development

(3 sem. cr.) Effective professional development is foundational in improving a school system‘s ability to raise student achievement. Education professionals in this course examine the history and research that supports the need for ongoing professional learning for teachers, principals, and all adults who interact with students in P–12 schools. They use case studies of schools and districts that have achieved results to learn the standards of exemplary professional development programs and analyze the attributes necessary for success. Education professionals are also provided with the opportunity to explore the roles and responsibilities of professional developers inside and outside the classroom as well as career paths for developing leadership skills in the area of adult and student learning.

EDUC 7741 - Designing Professional Development

(3 sem. cr.) Professional development that ensures quality teaching for all students is based on a model of continuous improvement that is data-driven and grounded in research-based practices. In this course, education professionals examine a variety of professional-development models and select and plan the most appropriate approach to support their goal. Using adult-learning theory as a foundation, they explore models of adult learning and change as well as cycles of improvement. They also design strategies to build strong professional-development programs that include planning, delivering, following-up, and evaluating impact on teacher practices and student learning.

EDUC 7742 - Implementing Professional Development

(3 sem. cr.) Delivering and sustaining professional development requires an understanding of culture and change. In this course, education professionals develop skills to set expectations, facilitate professional learning, support individual growth, and build collaborative teams. Using change theory, education professionals learn to monitor and support adult learning by organizing professional learning communities that focus on student needs and school goals. They explore strategies for delivering and providing continuous follow-up and support of professional learning. They also learn how to use collaboration, facilitation, coaching, and mentoring skills to involve colleagues, staff, families, and other key stakeholders in making decisions grounded in research-based practices and support a culture of learning that involves educators, students, parents, and community.

EDUC 7743 - Evaluating Professional Development

(3 sem. cr.) Evaluating the influence of professional-development efforts is crucial to ongoing success. Education professionals in this course explore systemic and comprehensive approaches for linking professional learning to student learning and using data to make informed decisions on how to improve the practices of educators and assess the impact on student learning. Using logic theories, education professionals learn how to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. They engage in coursework that emphasizes communicating and disseminating results to multiple constituents within the school system. They also focus on system approaches that promote shared

leadership in continuing, improving, and sustaining effective professional development at the district, school, and classroom levels.

EDUC 7745 - Applied Research in Education, Part I

(3 sem. cr.) Being a knowledgeable consumer of research requires the ability to understand and process the philosophies, core components, and designs and methodologies in educational research and scholarship. In this course, education professionals develop the skills to analyze and interpret research studies with a critical eye as well as to communicate or implement the findings. They work toward becoming consumers of research who confidently assess the reliability and validity of a study, interpret the study, and articulate and/or implement the findings of the study into practice. In addition, they engage in practical assignments focused on quantitative methods of design and analysis.

EDUC 7746 - Applied Research in Education, Part II

(3 sem. cr.) Education professionals in this course build upon the concepts learned in EDUC 7745 - Applied Research in Education, Part I, synthesizing acquired knowledge with a quantitative methodology application project. Through this project, education professionals develop an understanding of research design and methodology, focusing beyond quantitative approaches to include qualitative design and analysis, including mixed methodology. They learn to function as consumers of research, gaining skills for reporting and contextualizing research. *(Prerequisite(s):* EDUC 7745.)

EDUC 7760 - Foundations: Special Education

(6 sem. cr.) Special education as a field is dynamic, with a growing research base of best practices and changing implementation efforts that seek to balance effective and efficient education for students with disabilities. Education professionals in this course explore evolving trends that reflect this balance and a range of related topics, such as issues of equity, assistive technology, collaborative instruction between regular and special educators, delivery approaches with and without student categorization, and ethical practice. As part of this foundational course, education professionals learn the process of how to complete their doctoral or education specialist degree successfully. They gain facility with Walden University‘s online learning environment; knowledge of the university‘s and the program‘s support systems, expectations, and outcomes; and advanced, graduate-level critical-thinking, research, and writing skills.

EDUC 7761 - Leadership, Advocacy, Policy, and Law

(6 sem. cr.) Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for early childhood and school-age students. In this course, education professionals analyze the connections among advocacy, leadership, and policy by examining the evolution of education legislation and pivotal case law in the United States. They examine change theory and leadership styles, allowing them to reflect on their own and others‘ paradigms and to determine best practices to promote positive social change. They also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.

EDUC 7762 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7763 - Specialized Instruction

(6 sem. cr.) A growing body of research exists around evidenced-based instructional practices in special education. This course reviews the literature specific to specialized instruction for students with disabilities in language, reading, writing, math, and content areas. Topics also include effective practices for instruction and evaluation for students with social-emotional and behavioral needs, including applied behavior analysis and positive behavioral interventions and skill building. Related brain research will be examined, as well as assistive technology and methods of delivery, whether in isolation, small group, or inclusive settings.

EDUC 7764 - Research Methodology and Special Education

(6 sem. cr.) To document the effectiveness of practices in special education, different research questions are needed that call for different types of methodologies. This course examines four types of research methodologies important to special education: experimental group, correlation, single-subject, and qualitative designs. Particular attention is given to single-subject research designs that are used to study behavioral change in an individual or group as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules.

EDUC 7765 - School-Wide Intervention Models

(6 sem. cr.) Response to intervention (RTI) is a school-wide approach that integrates assessment and intervention within a multitiered prevention system to maximize student achievement and to reduce behavioral problems. This course examines RTI research and other problem-solving processes for best practices for using data to identify students at risk of academic, social, or emotional failure; methods of disability identification and monitoring student progress; and data-based decision making for instruction, universal instruction, and interventions useful for all students. Professional development of regular and special education teachers and the role of parents will be explored. Functional behavioral assessment is examined as an evaluation tool for understanding behavior and effective practices for school-wide positive behavioral support is also explored.

EDUC 7766 - Sustaining and Supporting Effective Practices in Special Education (Capstone)

(6 sem. cr.) Once effective practices for special education are in place, a clear plan is needed for implementation fidelity that addresses program integrity and sustains commitment within the professional learning community. Candidates will examine critical contributing components such as program evaluation, professionalism, cultural resonance, and policy to support continuous improvement. *(Prerequisite(s):* All other courses.)

EDUC 7801 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 8-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals‘ primary teaching experience.

EDUC 7802 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals‘ primary teaching experience.

EDUC 7803 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals‘ primary teaching experience.

EDUC 7804 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals‘ primary teaching experience.

EDUC 7805 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals‘ primary teaching experience.

EDUC 7806 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals‘ primary teaching experience.

EDUC 7850 - Foundations in Early Childhood: Developing a Shared Vision

(6 sem. cr.) Early childhood, as a field, refers to young children (prenatally through 8 years old) as well as to those adults, programs, and agencies that have a significant impact on children‘s development and learning. It is a field ripe with current research and opportunities to contribute to positive social change. Education professionals in this course explore the integrative and collaborative richness of the field from its history, values, and ethics to current issues and trends. As part of this foundational course, early childhood professionals learn the process of how to

successfully complete their doctoral (Ed.D.) or education specialist (Ed.S.) degree, understanding how Walden supports them in developing (1) facility with Walden University‘s online learning environment; (2) understanding the university‘s and the program‘s support systems, expectations, and outcomes; and (3) advanced graduate-level critical-thinking, research, and writing skills.

EDUC 7851 - Global Perspectives on Development and Learning

(6 sem. cr.) Why is the well-being of young children vital to learning and later success in life? Research continues to indicate that early influences are critical to the development of children‘s brains and lifelong health. Scientific evidence also indicates that there is intrinsic value for young children in experiencing the joy and discovery of childhood. Such experiences not only generate later positive outcomes to society, but they also contribute to viewing life with optimism, learning social skills, and coping with stress. In this course, early childhood professionals study current national and international thinking with regard to early childhood development. Course content also includes global perspectives related to designing, implementing, and evaluating experiences for every child. Special attention is paid to brain research; factors that promote and impede development and learning; and effective assessment of development, learning, and teaching/programmatic practices.

EDUC 7852 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7853 - Influences of Family, Culture, and Society in Early Childhood

(6 sem. cr.) Early childhood professionals understand that building reciprocal relationships with children‘s families and community members is essential to promoting positive outcomes for children. Whether early childhood professionals intend to impact positive social change by working with children and families in early childhood settings or in related professions, understanding the complexities of such relationships and the skills of relationship building are essential. The focus of this course is on research-based knowledge of family dynamics and the vital role relationships play in children‘s lives. Special attention is paid to relationship building through the lens of cultural responsiveness and by studying how identities are defined and evolve related to ethnicity, race, economic class, gender, and sexual orientation. Education professionals are challenged to delve deep into issues related to risk factors such as trauma, poverty, bias, stereotyping, and homelessness as well as to study factors that support resilience.

EDUC 7854 - Dynamics of Early Childhood Policies and Systems

(6 sem. cr.) Healthy development of children from prenatal stages throughout early childhood does not depend on one group of people, one type of agency, or even a continuum of quality early childhood education. Rather, public policy, government processes, funding streams, and research from disciplines such as medicine, psychology, and public health all have an impact—positive and negative—on whether children and families thrive. In this course, educators examine existing early childhood systems—how they function and how they interact—with the goal of improving services for young children and families. Education professionals research and evaluate case studies to develop a deep understanding of the ways that systems are impacted by funding and public policy, determine services, function in today‘s society, and ultimately affect the lives of young children and families.

EDUC 7856 - Capstone: Advocacy and Leadership for Positive Social Change

(6 sem. cr.) What knowledge, skills, and dispositions should early childhood leaders exemplify? The field needs leaders who (1) know the history and understand the values and ethics of the field; (2) who approach the present and the future as critical and creative thinkers committed to positive change; (3) who are advocates, researchers, relationship builders, data-driven decision makers, and managers of change with a keen understanding of diversity, humane interaction, organizational development, and system-oriented thinking. In this course, professionals engage in the study of leadership for positive social change in the early childhood field, which culminates in a capstone project that requires participants to apply the knowledge, skills, and dispositions of a leader to effect change in an early childhood setting of their choice.

EDUC 7900 - Capstone

(4 cr.) This capstone course is the conclusion of the program for education professionals in which they are provided with the opportunity to engage in a practical application of knowledge and skills gained throughout the program. Working in a consultative role in the field of educational technology, education professionals engage in a real-world, problem-solving project within their work environment. This capstone also provides the opportunity for education professionals to formulate a personal philosophy concerning the role of technology in education.

EDUC 7902 - Teacher Leadership Capstone: Trends, Issues and Global Perspectives

(6 sem. cr.) The current state of knowledge is guaranteed to change as research and technological innovations continue; therefore, it is necessary to function as lifelong learners. In this course, education professionals examine intriguing and potentially critical directions in teaching and learning, including brain research, new technologies, and globalization influences. They examine and reflect on effects of these trends on their own areas of interest. This capstone course concludes the program by providing education professionals the opportunity to engage in a practical application of knowledge and skills gained throughout the program. Working in a consultative role as a K–12 teacher, education professionals engage in a real-world, problem-solving project within their work environment.

EDUC 7905 - Capstone: Ed.S. in Curriculum, Instruction, and Professional Development

(3 sem. cr.) Education professionals conclude their program with this capstone course in which they are provided the opportunity to apply knowledge and skills gained throughout the program to an actual educational environment. Serving as consultants, education professionals examine a school or district‘s curriculum plans against a set of data and make recommendations for improvement and reform. *(Prerequisite(s):* All other courses.)

EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦

(6 sem. cr.) Learning in adulthood is imperative for individuals to realize the opportunities of 21st-century workplaces, technology, and society. Providing these learning experiences requires committed and responsive adult and postsecondary education leaders. In this course, education professionals investigate contemporary trends and issues in teaching and learning in postsecondary and adult education settings. The course also provides education professionals with an introduction to the expectations of graduate work in Adult Education and College Teaching and Learning programs. Education professionals learn to work effectively within Walden University‘s online learning environment and develop an understanding of university and program support systems, expectations, and outcomes.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EDUC 8008 - Foundations for Doctoral Study

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement. ***Note:*** Students are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.

EDUC 8010 - Proseminar: Leadership in Teaching and Learning

(6 sem. cr.) The first Proseminar introduces the concept of teacher leadership with an emphasis on leadership as a concept or construct rather than a position of authority. Teachers experience the concept of leadership through investigation and analysis of instructional performance. Pedagogical observation, reflective practice, and analysis of classroom practice focus on inquiry and research-based methods in which teachers exemplify teaching for understanding. The first comprehensive paper investigates professional learning, research-based instructional practices, constructivist methodology, and the quality of the educator‘s reflective practice and self-study of

teaching that focuses on the relationships between instructional theory, practice, and students‘ learning and achievement.

EDUC 8011 - Foundations for Doctoral Study in Curriculum, Instruction, and Assessment

(6 sem. cr.) Providing systemic leadership at the district, regional, state, or federal level in curriculum, instruction, and assessment is a complex, challenging process. This course is a foundation for education professionals to navigate this process and lead so that they can promote the success of all K–12 students within their organizations by developing quality educational programs. Education professionals examine the critical elements of a framework for leading for excellence, including curriculum, instruction, and assessment; data-driven instructional improvement; professional learning time for improvement; and leadership skills that produce results. They also learn the process for completing their doctoral degree successfully by examining how Walden University supports them in developing facility with Walden‘s online learning environment; understanding of the university‘s and the program‘s support systems, expectations, and outcomes; and doctoral-level critical-thinking, research, and writing skills.

EDUC 8012 - Leadership for Today’s Schools

(6 sem. cr.) Today‘s schools are dynamic places and require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others‘ paradigms and leadership styles, and they determine best practices to promote positive social change.

EDUC 8015 - Research Approaches

(6 sem. cr.) Teacher-leaders need to be well-informed about current developments in their fields of expertise. This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, research methodologies, and research designs are explored. The components of research design are examined, and students evaluate research for quality of design. Constructions of questions for inquiry are designed and analyzed.

EDUC 8020 - Proseminar: Teacher Leadership in the School

(6 sem. cr.) The second Proseminar expands the role of teacher leadership from the classroom to the school community. The course focuses on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and

mentoring. The second comprehensive paper probes learning, teaching, and leading as the educator acts to influence the school community through professional discourse and analytical reflection on investigations into the roles and practices of effective, inquiry-oriented school leadership.

EDUC 8025 - Quantitative Research

(6 sem. cr.) This research course is designed to provide an understanding and working knowledge of some of the key quantitative data collection and analysis concepts. It approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting findings. The important outcome is that doctoral students will have an understanding of quantitative data analysis and feel comfortable reading and discussing statistical concepts and data results from quantitative studies.

EDUC 8030 - Proseminar: Teacher Leadership Beyond the School

(6 sem. cr.) Teacher-leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in American schools. The focus of this Proseminar is to influence capacity by promoting and nurturing reciprocal relationships with professional learning communities and initiatives related to quality education outcomes. Processes for creating and supporting partnerships with community stakeholders, educational institutions, and other advocacy groups are studied to develop and refine educators‘ abilities to collaborate with decision-makers in the advocacy for public policy at the local, state, or national level. The comprehensive paper focuses on inquiries related to significant and important educational issues related to effecting quality schooling practices for K–12 learners.

EDUC 8035 - Qualitative Research

(6 sem. cr.) In this research course, education professionals explore the constructs and processes used in qualitative research studies. They gain practical experience in formulating qualitative questions related to problems encountered by other educators, identifying appropriate qualitative methods, and selecting study participants. Through practical, application-based assignments, they construct data collection protocols for interviews and observations, analyze documents, and apply coding and classification techniques for organizing and interpreting data. They also explore techniques for ensuring the reliability of qualitative findings. Through this course, education professionals gain an understanding of qualitative data analysis as well as competence in reading, discussing, and applying statistical concepts and data results from qualitative studies.

EDUC 8040 - Foundations: Teacher Leadership

(6 sem. cr.) The purpose of this foundations course is to engage education professionals with the environment, expectations, and content of doctoral work in the Teacher Leadership specialization. Education professionals develop facility with Walden University‘s online learning environment; understanding of the university‘s and the program‘s support systems and expectations and outcomes; knowledge about the field, which they synthesize with reflection on their own experience and goals; and doctoral-level, critical-thinking and writing skills.

EDUC 8080 - Doctoral Study Companion

(0 sem. cr.) This doctoral study forum is designed to help students make the transition from building doctoral-level knowledge through Proseminars and residencies to developing their own terminal doctoral study projects. Students will work in this course space with their committee members to formulate the plans that will eventually result in a formal doctoral study proposal and the final doctoral study, which is completed during EDUC 8090 Doctoral Study Intensive.

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EDUC 8081 - Completing the Prospectus

(0 sem. cr.) The prospectus is a brief document that helps education professionals organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. In this course, education professionals design the prospectus in collaboration with their committee members. Education professionals learn best practices for developing the prospectus and analyze past examples. They refine their doctoral study questions and explore research methods and project types that they may incorporate into their study. Finally, they engage in the iterative process of writing the prospectus, incorporating feedback from peers and committee members. Ultimately, the prospectus is offered by education professionals as a document for review for consideration by potential mentors for their doctoral study, which is completed during EDUC 8090 - Doctoral Study Intensive.

EDUC 8090 - Doctoral Study Intensive

(12 sem. cr.--6 sem. cr. per term for 2 terms) Students demonstrate in the doctoral study their scholarly abilities to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is to be a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the education professional to conduct an investigation that focuses on learning, teaching, and leading within a designated community. *(Prerequisite(s):* All other course requirements and the residency must be completed prior to registration in EDUC 8090). ***Note:*** EDUC 8090 must be taken for a minimum of two terms for a total of 12 semester credits. If more time is needed to complete the doctoral study, additional terms of EDUC 8090 will be required to use university services and support. Additional credits for EDUC 8090 are not reflected in the overall credit requirements needed for graduation, but these additional credits will appear on the transcript.

EDUC 8100 - Foundations: Higher Education and Adult Learning

(6 sem. cr.) The purpose of this course is to engage education professionals with the environment, expectations, and content of doctoral work in the Higher Education and Adult Learning specialization of the Ed.D. program. Education professionals develop facility with Walden University‘s online learning environment; understanding of the university‘s and the program‘s support systems and expectations and outcomes; knowledge about the field, which they synthesize with reflection on their own experiences and goals; and doctoral-level, critical-thinking and writing skills.

EDUC 8101 - How Adults Learn: Theory and Research

(6 sem. cr.) Adult learning is similar to and different from learning at any other age. In this course, education professionals examine these similarities and differences, focusing on adult learning and developmental theory and the wide range of research that supports it. Education professionals explore adult learning theories, including andragogy and transformation; phase and stage developmental theories; and effects of gender and culture on adult learning. They also have the opportunity to reflect on the relationship of this material to their own experiences. Education professionals complete a variety of written application assignments through which they practice communicating and presenting complex concepts, critique the work of a major theorist, apply adult learning and development theories to educational practice, and construct their own positions on adult learning as scholar-practitioners.

EDUC 8102 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8103 - Designing and Assessing Learning Experiences

(6 sem. cr.) Research has considerably expanded the knowledge of adult learning and development in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles in the design of a project to develop learning experiences for a specific population of adults using on-site, online, or hybrid models.

EDUC 8104 - Facilitating Adult Learning

(6 sem. cr.) Using research and theory on differences in learning, education professionals in this course explore the repertoire of practices that facilitate adult learning from a teaching and learning perspective. These practices range from mentoring and coaching to collaborative

engagement and reflective practices. Education professionals deepen their understanding of research methods by critiquing articles and designing research studies to investigate specific learning practices.

EDUC 8105 - Adult Learning: Trends, Issues, Global Perspectives

(6 sem. cr.) Invariable advances in research and technology continue to change the current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, education professionals examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. They also have the opportunity to examine and reflect on the effects of these trends in their own areas of interest.

EDUC 8106 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8110 - Development of the Scholar-Practitioner

(4 cr.) Building on the Carnegie Foundation‘s metaphor of ―stewards of the discipline," education professionals in this course explore the role of the scholar-practitioner and the expectations and responsibilities inherent in obtaining a Ph.D. in Education. Using this understanding, education professionals develop a professional development plan to guide their progress through the program. They assess the relationship of mission and vision to professional goals and develop strategies for online success. They also explore resources used throughout the program and engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence. ***Note:*** Taken concurrently with EDUC 8111.

EDUC 8111 - Principles of Social Change

(4 cr.) Consistent with the mission of Walden University, this course is a foundation for the remainder of the program by providing education professionals with a framework for their work as scholar-practitioners and as agents of positive social change in education. Education professionals examine foundational theories of education while considering their future role in the discipline. Through an integrative process of developing an essay comparing theories of social change, they also begin to hone their skills as scholarly writers. ***Note:*** Taken concurrently with EDUC 8110.

EDUC 8112 - Social Change in Education

(4 cr.) The choice to effect positive social change in education demands that scholar-practitioners have the requisite skills and abilities to take responsibility for generating new

knowledge, conserving the values of education, and communicating information to others. In this course, education professionals examine these key principles of disciplinary stewardship while building strategies to effect positive social change. Demonstrating their understanding of course concepts, they develop a social change proposal that fills an area of need in their organization, workplace, or community. Through this proposal, they analyze prospective requirements, challenges, and effects of their proposed plan of action. *(Prerequisite(s):* EDUC 8110 and EDUC 8111.) ***Note:*** Taken concurrently with RSCH 8100.

EDUC 8113 - The Learner Across the Lifespan

(4 cr.) Educational scholars recognize the important role of human development in the educational process. In this course, education professionals gain an understanding of the theories and frameworks relevant to the development and experiences of individuals from birth through old age. They engage in coursework that emphasizes application of this knowledge to educational settings, and they discuss a range of topics, such as personal teaching experiences, theory-based approaches to a contemporary problem, influences of moral development, and intergenerational relationships, among others. Education professionals also explore different strands of development across the lifespan as well as how they relate to the individual as a learner. *(Prerequisite(s):* EDUC 8111.)

EDUC 8114 - Learning and Instruction

(4 cr.) The processes of teaching and learning are central to the educational enterprise. In this course, education professionals examine learning from a variety of perspectives, focusing on supporting academic and co-curricular success in education. They explore curriculum theory and design, with emphasis on the theoretical, practical, and political aspects of curricula. Through a variety of written and applied assignments, they investigate learned societies; make connections to research; develop a course proposal, including a course outline that identifies learning objectives; analyze the influence of technology on education; review and reflect on the importance of the curriculum development process and the role of curriculum to guide instruction and assessment; and develop their own approach to instruction and learning. *(Prerequisite(s):* EDUC 8112.)

EDUC 8115 - Assessment and Accountability in Education

(4 cr.) Increasingly, schools and educational committees ask educators at all levels to account for the influence of the educational process on learners and to make research-based decisions. In this course, education professionals build on their knowledge of theories of development and learning as they gain foundational skills in assessing and evaluating student learning, developmental outcomes, and educational programs. Acquiring key evaluation concepts, they also examine the purposes for collecting student data as well as the distinctions among various approaches to assessing learning. *(Prerequisite(s):* EDUC 8112.)

EDUC 8116 - Leadership in a Global Society

(4 cr.) Leadership roles in education take a wide range of forms, from the teacher in the kindergarten classroom to the president of a university. Academic leaders recognize the interplay

between local challenges and national and global influences as well as the unique societal pressures on the educational process. Education professionals in this course explore these challenges and influences to gain an understanding of the skills and sensibilities needed to lead in a global society. They examine leadership theories and research as well as the principles of leadership within educational communities. They also have the opportunity to analyze their own leadership skills in the context of these theories and principles. *(Prerequisite(s):* EDUC 8114).

EDUC 8117 - Educational Organizations and Contexts

(4 cr.) Research efforts to support the educational process and effective leadership demand an understanding of schools and academic institutions as complex systems and units of change. In this course, education professionals examine theories of organizational functioning and apply these insights to the behaviors of individuals and groups within educational systems. They also explore systems thinking and organizational effectiveness that supports teaching and learning. Education professionals engage in assignments designed to provide practical application of course content through which they analyze ethical behavior in organizational development; summarize, test, and evaluate theories; construct an organizational development scenario; evaluate a case study related to organizational development; and assess their own educational organization. *(Prerequisite(s):* EDUC 8115.)

EDUC 8118 - Innovation and Change in Education

(4 cr.) Understanding the impact of new innovations and change has emerged as a field of theory and research in education. Education professionals in this course build on the principles of social change as well as research and theories of leadership and organizational functioning as they focus on the challenges inherent in initiating and managing change in educational organizations. They explore the role of change agents as well as the influences of technological innovations on the academic process. Applying course concepts, education professionals design plans to implement and evaluate new programs to support change. *(Prerequisite(s):* EDUC 8116 and EDUC 8117 OR EDUC 8841.)

EDUC 8121 - Current Research in Social Change: Special Education

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8122 - Current Research on Social Change and Community Colleges

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8122 - Current Research on Social Change and Community Colleges

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8123 - Theoretical Foundations of Early Childhood Program Practices

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8124 - Current Research in Social Change and Adult Education

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8124 - Current Research in Social Change and Adult Education

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8125 - Current Research in Social Change and Curriculum, Instruction, and Assessment

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8127 - Current Research in Higher Education, Social Change, and Development

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8128 - Strategic Leadership in Education and Social Change

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8131 - Professional Practice and Social Change: Special Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8132 - Professional Practice, Social Change, and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8132 - Professional Practice, Social Change, and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8133 - Theory to Practice: Curriculum Contrasts and Implementation

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8134 - Professional Practice, Social Change, and Adult Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8135 - Professional Practice in Social Change Related to Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8137 - Professional Practice and Emerging Trends in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8138 - Professional Practice in Strategic Leadership and Social Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8140 - Leadership for Today's Schools

(6 sem. cr.) Today's schools are dynamic places and require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others' paradigms and leadership styles, and they determine best practices to promote positive social change.

EDUC 8141 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8142 - Teaching and Learning: Theory and Research

(6 sem. cr.) Research has considerably expanded the knowledge of teaching and learning in recent years. A new paradigm for the design and assessment of learning experiences is a result of these gains. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, via technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

EDUC 8143 - Collegial Interactions and Professional Development

(6 sem. cr.) This course expands the role of teacher leadership from the classroom to the school community. Education professionals in this course focus on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring.

EDUC 8144 - Teacher Leadership: Trends, Issues, and Global Perspectives

(6 sem. cr.) nvariable advances in research and technology continue to change the current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, education

professionals examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. They also have the opportunity to examine and reflect on the effects of these trends in their own areas of interest.

EDUC 8145 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8210 - Governance and Politics of Education

(4 cr.) In this course, education professionals develop an understanding of the political forces that shape the educational process. They engage in coursework that emphasizes governance structures and the influences of federal, state, and local policies and decisions. They also discuss contemporary research on political power in decision making and the role of educational leaders. *(Prerequisite(s):* Core courses EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118.) *(Co-requisites: EDUC 8900.)*

EDUC 8211 - Economics of Education

(4 cr.) Education is a critical component of individual economic success and the education sector is a key contributor to the stability of local, state, national, and global economies. Addressing challenges related to these key ideas, education professionals in this course explore the financing and provision of education. They apply economic principles and econometrics to their understanding of educational practices and policies. They also identify research to create opportunities for improved efficiency and quality of education. *(Prerequisite(s):* Core courses EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118.) *(Co-requisites: EDUC 8900.)*

EDUC 8212 - Education Law

(4 cr.) In this course, education professionals examine legal and ethical issues within the context of an educational setting. Supporting development of their legal reasoning skills, education professionals discuss the laws and statutes that inform the operation of educational organizations. They also engage in assignments that emphasize the ways ethics affect decision making, professional conduct, and educational policies when analyzing critical issues in educational leadership. *(Prerequisite(s):* Core courses EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118.) *(Co-requisites: EDUC 8900.)*

EDUC 8213 - Policy Development and Implementation

(4 cr.) Education policy is crucial to educational improvement and renewal throughout the P–20-plus system of education. In this course, education professionals develop the skills for critical

analysis of education policy at the local, state, national, and international levels. They discuss the definition and formulation of policies and they explore a wide range of topics, including the identification of and work with policy advocates, the processes of policy implementation and evaluation, and the use of logic models in the policy process. *(Prerequisite(s):* Core courses EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118.) *(Co-requisites: EDUC 8900.)*

EDUC 8214 - Leadership for Change in Education

(4 cr.) Building on the core knowledge from earlier courses, students will engage the emerging theories of leadership that reflect the current challenges in culturally responsive education, and the research on motivation and performance. The focus is on entrepreneurial and creative solutions, which reach across learning organizations and other consistencies, to effect positive social change in education. *(Prerequisite(s):* EDUC 8118, RSCH 8200, and RSCH 8300.) *(Co-requisites: EDUC 8900.)*

EDUC 8215 - Capacity, Capability, and Sustainability

(4 cr.) Students explore strategies to build capacity and commitment in the education process, within the context of their role as scholar-practitioners. The focus is on leadership for sustainable practices and policies that renew and re-energize the educational process. Included are topics that focus on group processes, grant-writing, planning models, readiness factors, implementation concerns and policies, and institutionalization issues. *(Prerequisite(s):* EDUC 8118, RSCH 8200, and RSCH 8300.) *(Co-requisites: EDUC 8900.)*

EDUC 8221 - Current Research in Human Exceptionality

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8222 - Current Research in Human Development and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8223 - Current Research: Psychological Foundations of Early Childhood Growth and Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8224 - Current Research in Human Development and Adult Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8225 - Current Research in Human Development and Curriculum, Instruction, and Assessment

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8227 - Current Research in Ways of Knowing and Individual Differences in Human Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8231 - Professional Practice and Human Exceptionality

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8232 - Professional Practice, Human Development, and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8233 - Psychological Considerations in Application to Early Childhood Programs

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8234 - Professional Practice, Human Development, and Adult Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8235 - Professional Practice in Human Development in Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8237 - Professional Practice and Human Development in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8304 - Effective College Teaching: Engaging Diverse Learners

(6 sem. cr.) As colleges and universities broaden their missions to serve new groups of learners, and as more people pursue a college education, college educators must strive to engage increasingly diverse student populations. At the same time, changing workplace needs and growing demands for accountability require that college educators must be able to help demonstrate that their learners have met important learning goals. In this course, education professionals will investigate the research-based teaching and assessment strategies that can support all learners. Education professionals also assess methods for critically reflecting upon their own practice, engaging in education scholarship, and collaborating with colleagues on the continuous improvement of learning experiences and environments.

EDUC 8306 - Effective College Teaching: Using Technology to Support Learning

(6 sem. cr.) Technology is a tool that can support student engagement and the development of critical knowledge and skills. College educators must learn how to harness the growing number of new technologies for constructive use in diverse learning contexts. In this course, education professionals consider how to stay abreast of available technologies and related research as well as how to use these tools and research most effectively in face-to-face, hybrid, and online environments. Through a variety of contextual and application-based assignments, education professionals practice making critical decisions on when and how to implement technological solutions, how to assess the value of these tools for students in particular learning contexts, and how to use maximize the power of technology for learning in a global environment.

EDUC 8321 - Individuals With Special Needs: Social, Legal, Political, and Economic Systems in Context

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8322 - Current Research in Social Systems and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8323 - Early Childhood Education: Implications for Social and Organizational Systems

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8324 - Current Research in Social Systems and Adult Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8325 - Current Research in Social Systems and Change in Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8327 - Current Research in Social Systems and Change in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8328 - Current Research in Organizational and Social Systems: K-12 Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8331 - Professional Issues in Organizations and Systems: Special Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8332 - Professional Practice, Social Systems, and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8332 - Professional Practice, Social Systems, and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8333 - Professional Practice in Organizational and Social Contexts

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8334 - Professional Practice, Social Systems, and Adult Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8334 - Professional Practice, Social Systems, and Adult Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8335 - Professional Practice in Social Systems and Change in Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8337 - Professional Practice in Social Systems and Change: Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8338 - Professional Practice in K-12 Educational Organization

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8350 - A New Vision of Assessment, Evaluation, and Accountability

(4 cr.) The role of assessment and evaluation as a vehicle for positive change is recast in this course. The notion of accountability is supported by the concepts of social and ethical responsibility, and informs continual improvement efforts for individuals and organizations. Theory, trends, and systemic perspectives of the field are connected to changes required for enhancing performance and increasing effectiveness. Topics include evaluator credibility, national and international assessments and comparisons, and facilitation with individual and

cultural values underpinning evaluation purposes, processes, and judgments. *(Prerequisite(s):* EDUC 8118, RSCH 8200D, and RSCH 8300D.) *(Co-requisites: EDUC 8900.)*

EDUC 8351 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Contexts

(4 cr.) At the thought-leadership level, the context of sociological, political, and economic demands are primary to understanding the purpose of assessment and evaluation. This course will focus on the decision-making models that influence assessment, evaluation, and accountability systems. Topics include political astuteness, knowledge of sociological structures including roles, status, power, rewards, and sanctions, as well as cost-benefit analyses, responsiveness to federal/state mandates, and organizational goals and objectives. *(Prerequisite(s):* EDUC 8118, RSCH 8200D, RSCH 8300D, and RSCH 8250D.) *(Co-requisites: EDUC 8900.)*

EDUC 8352 - Assessing for Individual Growth

(4 cr.) The value of performance assessment coupled with accountability systems can vary widely, depending on how resulting data are used to enhance learning. Students in this course examine the nature of individual evaluation in multiple educational contexts. Students will examine the use of data for measuring learner progress, data-based decision making, and personnel evaluation. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data gathering and analysis. *(Prerequisite(s):* EDUC 8350 and RSCH 8250D. *(Co-requisites: EDUC 8900.)*

EDUC 8353 - Evaluating and Improving Programs, Organizations, and Systems

(4 cr.) Determining comprehensive value and worth of a curriculum, project, instructional method, institution, or policy is a complex endeavor. This course examines the process of determining the value, purpose, efficacy, and social implications for programs, organizations, and systems within a framework for continuous improvement. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data-gathering and analysis. *(Prerequisite(s):* EDUC 8351.) *(Co-requisites: EDUC 8900.)*

EDUC 8354 - Dynamics of Communication for Impact and Results

(4 cr.) Finesse and skill are needed to communicate complex information and findings from data analysis to particular stakeholders in ways that convey understanding, impart meaning, and stimulate a call to action. Students in this course focus on how to report results, consequences, options, and recommendations in compelling ways for multiple audiences. A wide variety of communication methods are explored that include presentation technology, Internet communications, technical writing, writing for publication, press releases, grant writing, and collaborative communication. Data compression is practiced as part of the communication and recommendation process. *(Prerequisite(s):* EDUC 8351.) *(Co-requisites: EDUC 8900.)*

EDUC 8355 - Building a Culture of Continuous Improvement

(4 cr.) *Continuous improvement* is a phrase that is applied in both business and educational settings. Operationalized, the term crosses fields that include leadership, organizational development, change theory, and evaluation and assessment. This course connects continuous improvement as referenced in these fields and moves beyond to include organizational culture, professionalism, social justice, and codes of ethics that support the formation and sustainability of this type of culture. The culminating project provides a platform for individualizing a plan with a self-chosen organization that incorporates evaluation, assessment, and a vision for social responsibility as part of creating a culture of continuous improvement. *(Prerequisite(s):* EDUC 8353.) *(Co-requisites: EDUC 8900.)*

EDUC 8401 - Cognition, Culture, and Learning

(4 cr.) A complicated relationship exists between cognition, culture, and learning that is inextricably linked to language and sense-making. This course explores these relationships and examines research on educational neuroscience and the role of social-cultural influences in human development, teaching, and learning. Theories of learning are applied to the construction of knowledge within the context of emerging technologies that facilitate the learning process. *(Prerequisite(s):* EDUC 8118, RSCH 8200D, and RSCH 8300D.) *(Co-requisites: EDUC 8900.)*

EDUC 8402 - Learning Environments and Organizational Transformation

(4 cr.) Learning rarely happens in a vacuum. As learning evolves over the lifespan, it will likely happen in environments that no longer are restricted by space and time. This course explores a range of learning environments and structures, including the role of the teacher or instructor, supportive of individual, group, and organizational learning. Strategies are explored for implementing innovative learning and organizational transformation that facilitate the design of communities of practice for collaboration from both a local as well as global perspective. *Prerequisite(s):* EDUC 8118, RSCH 8200D, and RSCH 8300D.) *(Co-requisites: EDUC 8900.)*

EDUC 8403 - Motivation, Engagement, and Learning

(4 cr.) Learning takes place when people are motivated and engaged in the process. The role of teacher or instructor is as an educational guide, helping ignite the intellectual curiosity necessary for the learner to reach both personal and curricular goals. This course delves into research, theory, and strategies that facilitate both motivation and engagement. The nature of bounded and boundless learning is examined as it relates to motivation, mindset, achievement, and intelligence. Students will apply current research and theory to inform instruction as well as the development and transformation of learning across settings and from the individual, group, and organizational levels. *(Prerequisite(s):* EDUC 8118, RSCH 8200D, and RSCH 8300D.) *(Co-requisites: EDUC 8900.)*

EDUC 8404 - Creativity and Critical Thought

(4 cr.) Reflective inquiry, critical thinking, and questioning are key components for cognitive learning. Combining these components with creative, innovative, conceptual, and entrepreneurial

thinking provides a strong foundation for learning that generates and synthesizes knowledge for effective problem-solving. Research and theory related to building learner capacity for cognitive flexibility, self-regulated learning, as well as managing cognitive dissonance and ambiguity, will be explored in the overall context of facilitating thinkers for tomorrow‘s challenges. *(Prerequisite(s):* EDUC 8118, RSCH 8200D, and RSCH 8300D.) *(Co-requisites: EDUC 8900.)*

EDUC 8405 - Assessing Learning: New Trends for Evaluating Learners

(4 cr.) Innovative learning requires innovative assessment strategies. Learning and assessment will be viewed through the lens of individual, group, and organizational development at the macro and micro levels. A focus will be placed on how learning is assessed in a learning culture that emphasizes creativity and critical thinking as well as how to use assessment data for change. Methods of inquiry designed to inform instruction and improve development of cognitive, social, and emotional competencies will be explored. New trends, including the latest tools and technology designed to move learning assessment into the 21st century, are included. *(Prerequisite(s):* EDUC 8118, RSCH 8200D, and RSCH 8300D.) *(Co-requisites: EDUC 8900.)*

EDUC 8406 - Designing Responsive Curriculum for Learning

(4 cr.) Responsive curriculum evolves and changes to meet learner needs. This course will focus on a variety of models that educators can use to design responsive curriculum that supports learning across the lifespan and within diverse contexts. Research-based processes will be investigated for creating authentic curriculum and assessment. Strategies for aligning strong content with formalized standards and goals within the learning environment will be explored. The contributing roles of instruction, technology, and globalization will set the context for this course of study. *Prerequisite(s):* EDUC 8118, RSCH 8200D, and RSCH 8300D.) *(Co-requisites: EDUC 8900.)*

EDUC 8458 - Advanced Research: Conducting Pilot and Field Studies

(5 cr.) Pilot studies are useful for determining the adequacy of research procedures, including reliability and validity of instruments, observational techniques, interview procedures, and the degree to which the design captures the intended outcomes or effects. The benefit of pilot and field studies is the practice one receives prior to investing time and money in a larger scale research project. The intent of this course is to provide students with an opportunity to gain experience with the research methodology, method, and instruments that will be used in their dissertation. In addition to implementing the research design and analyzing the data, students critique the design for flaws as well as strengths. *(Prerequisite(s):* RSCH 8200D and RSCH 8300D.)

EDUC 8468 - Advanced Research: Communicating Knowledge in Educational Research

(4 cr.) Researchers are obligated to communicate the results of their research. In this course, students produce research articles based on the pilot/field studies they‘ve conducted. Articles should conform to the guidelines for publication in relevant scholarly journals. The intent of the

course is for students to practice their skills in transmitting the results of their scholarly inquiry to the community of scholars. *(Prerequisite(s):* EDUC 8458.)

EDUC 8470 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8510 - Theories of Intelligence, Learning, and Motivation as a Basic Praxis

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8511 - Theories and Principles of Human Learning and the Human Side of Exceptionalities

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8512 - Perspectives on the Role of the Community College

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8513 - Theories of Intelligence, Learning, and Motivation: Birth to Age 8

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8514 - Interdisciplinary Foundations and Theory in Adult Education and Learning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8515 - Theories of Student Learning and Leadership for Student Success

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8516 - Multiple Perspectives on Learning and Development in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8518 - Theories of Human Learning in Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8520 - Educators as Facilitators of Learning for Diverse Populations

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of

KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8521 - Educators as Facilitators of Inclusive Learning in Varied Educational Environments

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8522 - Current Research in Trends in the Community College

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8523 - Early Childhood Program Delivery in a Multicultural/Multifaceted Society

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8524 - Current Research in Adult Education and Learning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8525 - Current Research on K–12 Educational Leadership for Student Success

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to

develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8526 - Current Research on Learning and Development in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8528 - Current Research in Curriculum, Instruction, and Assessment to Optimize Human Learning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8530 - Professional Practice Using Learning Theories

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8531 - Educational Practice Grounded in Principles/Theories of Learning, Diversity, and Inclusion

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8532 - Professional Practice and Current Trends in Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to

develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8533 - Professional Practice Using Learning and Motivational Theory in Context

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8534 - Professional Practice in Adult Learning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8535 - Professional Practice for Student Success

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8536 - Application to Improve Professional Practice in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8538 - Professional Practice in Learning Related to Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to

develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8540 - Culturally-Situated Theories of Intelligence, Learning, and Motivation as a Basic Praxis

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: *Breadth, Depth,* and *Application*. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8541 - Foundations in Reading and Literacy Leadership

(6 sem. cr.) Literacy may be understood in multiple ways across various settings and populations. This course will lay a foundation for leaders to define literacy based on sociopolitical landscape, the influence of social media and technological innovation, and influences coming from Common Core standards that influence literacy programs in P-20 and beyond. As part of this foundational course, candidates will also learn the process for how to succeed as a graduate student at Walden University, understanding how Walden supports students in developing (1) facility with Walden University‘s online learning environment; (2) understanding of the university and the program support systems, expectations, and outcomes; and (3) graduate-level critical thinking, research, and writing skills.

EDUC 8542 - Literacy Leadership for Today’s Schools

(6 sem. cr.) The field of literacy education demands leaders who are not only knowledgeable in this subject area but who can articulate a dynamic vision that motivates collaboration, creativity, and positive social change. This course, grounded in knowledge about literacy professional standards of practice, examines the high-stakes nature of literacy acquisition in the context of limited financial and human resources. Leadership skills explored include decision making to solve complex problems, facilitation for reaching goals, mentoring, and the building of staff capacity for literacy infusion across content areas. Candidates will study leadership and change theory at both the research and application levels.

EDUC 8543 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8544 - Learners and the Changing Literacy Landscape

(6 sem. cr.) Literacy is essential for individual learning and is also a means by which an individual participates in the intellectual, social, and commercial life of the community. Students in this course examine language development within the context of culture, the value placed on literacy within the community, and diversity of learner ability. Topics include the developmental nature of literacy competencies from early childhood to the adult learner, potential barriers to literacy that learners of all ages must overcome, theoretical research, and approaches to curriculum and instruction that facilitate literacy across settings. Specific attention is given to the challenges second language learners face in school. Candidates will practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.

EDUC 8545 - Assessment and Data Analysis to Support Systemic Literacy Programs

(6 sem. cr.) Designing systems that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describes the status of student, teacher, and school performance. This course will examine a variety of assessment tools and validity issues for addressing individual and classroom needs as well as district and state mandates. Topics include a focus on data analysis for tiered intervention decision making and the interpretation of data to drive recommendations at a systemic level. Skills of collaboration and stakeholder inclusion are examined. Research modules including qualitative methods appropriate to understanding institutions, programs, and stakeholder interests are also explored.

EDUC 8546 - Research in Practice

(6 sem. cr.) This course builds on candidates‘ prior explorations of research design and methodology by providing hands-on, in-depth study of specific data collection and analysis skills needed for candidates to become producers of research. Candidates apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. Practical exercises and discussion emphasize both qualitative and quantitative research methods.

EDUC 8547 - Program Development and Professional Development

(6 sem. cr.) As research and technology continue to provide new perspectives on literacy, educational leaders are charged with the responsibility for leading the selection or development and implementation of innovative programs that support high levels of literacy achievement for all learners. This course emphasizes program development, monitoring, and evaluation for continuous improvement of literacy teaching and learning. It integrates the important role that the literacy leader plays in supporting effective professional development, based on adult learning theory. Topics also include the creation of a literacy environment and the use of technology for that environment as well as a tool for professional development. Research modules include mixed-methodology approaches appropriate to program development and evaluation.

EDUC 8550 - Implications of Global and Comparative International Research for Intelligence, Motivation, and Learning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: *Breadth, Depth,* and *Application.* Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8560 - Professional Practice to Promote Successs in Global Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: *Breadth, Depth,* and *Application.* Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8610 - The Organization of Learning Institutions

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8611 - Diversity and Exceptionality in Special Education: Leading Within Learning Organizations

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8612 - Perspectives on Leadership and Strategic Planning in Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8613 - Organization of Early Childhood Education Programs

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8614 - Principles for Adult Education Leaders

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8615 - Theories of Organizational Functioning and Development for K–12 Leaders

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8615 - Theories of Organizational Functioning and Development for K–12 Leaders

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8617 - Perspectives on the Effectiveness of Higher Education Organizations

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8618 - Theories of Leadership in Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8620 - Social Change in Learning Institutions and Curricula

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8621 - Due Process in Special Education: Legal and Moral Implications

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8622 - Current Research in Leadership and Strategic Planning in Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8623 - Critical Issues in Early Childhood Programs

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8624 - Current Research in Program Planning and Delivery

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8625 - Current Research on Accountability and Organizational Effectiveness for K–12 Leaders

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8625 - Current Research on Accountability and Organizational Effectiveness for K–12 Leaders

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8627 - Contemporary Strategies for Assuring Effectiveness in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8628 - Current Research and Issues in Development and Leadership of Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8630 - Creating and Implementing Educational Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8631 - Practical Issues in Placement and Service Delivery

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8632 - Professional Practice in Leadership and Strategic Planning in Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8633 - Early Childhood Programs: A Comprehensive Approach

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8634 - Professional Practice for Adult Education Leaders

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8635 - Professional Practice for Organizational Effectiveness in K–12 Settings

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8636 - Professional Practice for Organizational Effectiveness in K12 Settings

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8637 - Application of Improvement Strategies in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8638 - Program Development and Leadership in Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8640 - The Learning-Centered Institution

(6 sem. cr.) Institutions of higher education exist to create learning that is achieved by students, pursued through scholarship, and developed in the daily practice of faculty members and staff. The concepts of the learning institution, which places learning at the center of all of its programs, services, and operations are introduced in this course. Through the exploration of the learning-

centered institution, education professionals gain a foundation for the Ed.D. with a specialization in Higher Education Leadership. Through participation in course activities, they develop facility with Walden University‘s online learning environment and understanding of the university‘s and the program‘s support systems, expectations, and outcomes; knowledge about the field, which they synthesize with reflection on their own experience and goals; and doctoral-level critical-thinking and writing skills.

EDUC 8641 - The New Higher Education Enterprise

(6 sem. cr.) Creating and sustaining learning-centered institutions in today‘s global economy is no small feat. Leaders of today‘s colleges and universities must embrace their role in the enterprise of higher education and engage in new entrepreneurial, collaborative practices to promote, develop, and ensure the quality and sustainability of their programs and services. In this course, education professionals examine the current landscape of higher education, emerging trends and issues that require new types of leadership, and the historical and philosophical foundations of these issues. They investigate the social role of postsecondary education in promoting educational attainment, civic engagement, and globalization, as well as policy issues that are raising the stakes for accountability and quality assurance. They engage in activities and discussions to explore strategies for leveraging resources, achieving sustainability, and supporting new initiatives in this environment.

EDUC 8642 - Transformative Leadership in Higher Education

(6 sem. cr.) Effective leadership in higher education goes beyond managing or reacting to change; it anticipates change and seeks out opportunities for growth for the institution and its members while keeping the institution focused on its mission and goals for learning. Education professionals in this course focus on key leadership skills, such as communication, negotiation, decision making, strategic planning, and conflict management. They research and discuss strategies for navigating the complex political environment of today‘s colleges and universities, cultivating a culture of evidence, and developing the institution‘s intellectual and human resources. They also practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.

EDUC 8643 - Achieving Coherence in Complex Institutions

(6 sem. cr.) Higher education, as an enterprise, as well as individual institutions, grow more complex every day. Meeting the needs of diverse stakeholder groups, operating within an increasingly convoluted legal and regulatory environment, and adapting to changes in society can lead to fragmentation and divisiveness within institutions. In this course, education professionals examine ways in which leaders can bridge traditional gaps between academic affairs, student affairs, business and external affairs, and community partners to promote collaboration on learning-centered goals. They investigate strategies for leading change within and across different parts of the institution to implement new requirements, seize opportunities, or plan responses to crises and challenges. Moreover, education professionals explore the use of research methods appropriate to understanding institutions, programs, and stakeholder interests.

EDUC 8644 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8645 - Managing Resources to Drive Change in Higher Education

(6 sem. cr.) Managing resources—financial, technological, human, and intellectual—is higher education leaders‘ most significant concern. This course will focus on how leaders in higher education can effectively plan, prioritize, allocate, and track the use of resources toward achieving learning-focused goals. Candidates will research and discuss the meaning of efficiency, productivity, and sustainability in higher education and ways to maximize these across the institution. Activities will include analysis of various budgeting, planning, and fundraising strategies and how these can be used to identify new and reallocated resources to enable growth and sustainability of quality programs. Candidates will also investigate research approaches appropriate to planning and resource management.

EDUC 8650 - Organizational Theories on the Role of Learning Institutions Within and Across Societies

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: *Breadth, Depth,* and *Application.* Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8660 - Comparative Research on Global Change and Its Impact on International, National, and Local Learning Institutions and Curricula

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: *Breadth, Depth,* and *Application.* Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8670 - Transformational Change Through Education in International, National, and Local Sites

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: *Breadth, Depth,* and *Application.* Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8745 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8750 - Systemic Curriculum Design: Rigor, Relevance, and Results

(6 sem. cr.) Designing curriculum with rigor, relevance, and results requires broad understanding of the key concepts behind each of these attributes. In this course, education professionals examine the contribution of learning theory to what defines rigor as they explore alignment of standards and design models as well as the role of collaboration between educators and the needs of an ever-increasing diverse student population, including English-language learners, special education educators, gifted students, and students of poverty. As leaders of learning, education professionals examine the connection between relevant curriculum and global trends, social-emotional, and character development, and the integration of technology for student engagement. In addition, they gain an understanding of what constitutes results that acknowledge the demands of accountability from multiple constituents, such as parents, community members, school administrators, and government oversight. They also gain practice analyzing, evaluating, and applying quantitative research methods appropriate to data-driven planning and decision making.

EDUC 8751 - Data-Driven Instruction and Assessment

(6 sem. cr.) Instructional leaders must have the ability to diagnose by reviewing data and practices, set a vision for where they want to go, prioritize the work by utilizing relevant data, identify measurable goals, develop an action plan, and then monitor their results. Education professionals in this course examine this inextricable link between instruction and assessment. They engage in a diagnostic process designed to meet diverse student and systemic needs. They also examine the role of formative and summative assessments in making decisions, the various forms and purposes of assessment, and how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. Additionally, they explore qualitative research methods appropriate to understanding institutions, programs, and stakeholder interests.

EDUC 8752 - Effective Professional Development

(6 sem. cr.) Effective professional development is foundational to improving a school system‘s ability to raise student achievement. Using adult learning theory as a foundation, this course explores models that look at adult learning strategies and skills that build strong professional development opportunities promoting new knowledge and skills that affect teacher practice and

student learning. Educators will learn how to use collaboration, facilitation, coaching, and mentoring that support a culture of learning that involves students, educators, parents, and community. As evaluating the impact of professional development efforts is crucial to ongoing success, leaders learn to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. Communicating and disseminating results to multiple constituents within the school system will be emphasized. Educators will also investigate mixed-methodology research approaches appropriate to planning and resource management.

EDUC 8753 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8760 - Foundations: Special Education

(6 sem. cr.) Special education as a field is dynamic, with a growing research base of best practices and changing implementation efforts that seek to balance effective and efficient education for students with disabilities. Education professionals in this course explore evolving trends that reflect this balance and a range of related topics, such as issues of equity, assistive technology, collaborative instruction between regular and special educators, delivery approaches with and without student categorization, and ethical practice. As part of this foundational course, education professionals learn the process of how to complete their doctoral or education specialist degree successfully. They gain facility with Walden University‘s online learning environment; knowledge of the university‘s and the program‘s support systems, expectations, and outcomes; and advanced, graduate-level critical-thinking, research, and writing skills.

EDUC 8761 - Leadership, Advocacy, Policy, and Law

(6 sem. cr.) Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for early childhood and school-age students. In this course, education professionals analyze the connections among advocacy, leadership, and policy by examining the evolution of education legislation and pivotal case law in the United States. They examine change theory and leadership styles, allowing them to reflect on their own and others‘ paradigms and to determine best practices to promote positive social change. They also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.

EDUC 8762 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8763 - Specialized Instruction

(6 sem. cr.) A growing body of research exists around evidenced-based instructional practices in special education. This course reviews the literature specific to specialized instruction for students with disabilities in language, reading, writing, math, and content areas. Topics also include effective practices for instruction and evaluation for students with social-emotional and behavioral needs, including applied behavior analysis and positive behavioral interventions and skill building. Related brain research will be examined, as well as assistive technology and methods of delivery, whether in isolation, small group, or inclusive settings.

EDUC 8764 - Research Methodology and Special Education

(6 sem. cr.) To document the effectiveness of practices in special education, different research questions are needed that call for different types of methodologies. This course examines four types of research methodologies important to special education: experimental group, correlation, single-subject, and qualitative designs. Particular attention is given to single-subject research designs that are used to study behavioral change in an individual or group as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules.

EDUC 8765 - School-Wide Intervention Models

(6 sem. cr.) Response to intervention (RTI) is a school-wide approach that integrates assessment and intervention within a multitiered prevention system to maximize student achievement and to reduce behavioral problems. This course examines RTI research and other problem-solving processes for best practices for using data to identify students at risk of academic, social, or emotional failure; methods of disability identification and monitoring student progress; and data-based decision making for instruction, universal instruction, and interventions useful for all students. Professional development of regular and special education teachers and the role of parents will be explored. Functional behavioral assessment is examined as an evaluation tool for understanding behavior, and effective practices for school-wide positive behavioral support (SWPBS) is also explored.

EDUC 8766 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and

analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8767 - Sustaining and Supporting Effective Practices in Special Education

(6 sem. cr.) Once effective practices for special education are in place, a clear plan is needed for implementation fidelity that addresses program integrity and sustains commitment within the professional learning community. Candidates will examine critical contributing components such as program evaluation, professionalism, cultural resonance, and policy to support continuous improvement. *(Prerequisite(s):* All other courses.)

EDUC 8800 - Research Forum

The purpose of this forum is to assist students with making steady progress toward earning a Doctor of Philosophy (Ph.D.) degree. Students prepare a plan of action, engage in regular scholarly discussion with a faculty mentor and fellow doctoral students, and submit a personal progress report. Students submit drafts of Learning Agreements, Knowledge Area Modules (KAMs), and dissertations to the faculty mentor for feedback. Information and resources related to KAMs, dissertations, residencies, research and writing, courses, and doctoral program expectations are provided for guidance.

EDUC 8801 - Educational Law, Public Policy, and Political Systems

(4 cr.) This course is an overview of the interconnections and influence of educational policy, politics, and law upon student welfare; ethical decision making; equitable distributions of rewards and sanctions; and community relations in a diverse, global environment. Education professionals synthesize these domains within the theoretical and problem-based context of political environments, organizational structures; policy research; legal mandates; institutional climate; culture; diversity; and local, state, and federal influences. They also engage in topical readings and case studies that bridge policy management, political strategies, and statutory and regulatory standards.

EDUC 8802 - Supervision, Evaluation, and Human Resources in Education

(4 cr.) Education professionals in this course explore the role of the educational leader in human resource management in schools and school districts. They focus on the assumptions that underlie the human resource leader‘s functions and behavior; the forces influencing the implementation of those functions; and the assessment of contemporary professional development as well as supervisory and personnel evaluation models, strategies, and methods. Education professionals also explore strategic planning in human resource development and school effectiveness as well as its relationship to the school system. Applying course concepts, they gain practical experience developing a model for supervision and evaluation of a human resource development program.

EDUC 8803 - Student Personnel Services

(4 cr.) Educators must be aware of the global and diverse nature of school communities, which requires effective practices in providing student services that meet district needs. In this course, education professionals examine the legal, organizational, and ethical foundations of school leadership practices in student personnel affairs and services. They explore administrative practices in educational programming; staff and student personnel functions; community relations; educational goal setting; program planning; and development, implementation, and evaluation of student-related activities and enhancements. Applying course concepts, education professionals engage in a variety of applied assignments, such as the development of an action-research study on a student support program.

EDUC 8804 - School Financial Management

(4 cr.) In this course, education professionals engage in a theoretical and applied examination of issues in school financial management. They focus on budgeting, budget construction, purchasing, financial planning, school-site and facilities material management, and capital outlay programs management. They also gain a practical overview on such topics as revenue sources; federal, state, and local allocations; systems and tax configurations; cost-benefit relationships; and operational finance. Additionally, education professionals consider and discuss the social, economic, legal, and political aspects in the allocation of tax dollars for public school financing.

EDUC 8805 - Reflective Instructional Practice

(4 cr.) Reflective critique is often useful in analyzing and improving instructional technique. Education professionals in this course construct a framework for instructional decision making and develop reflective strategies for continuous instructional improvement. They investigate decisions educators make in designing effective instruction, and they examine various planning models. Education professionals apply concepts to an authentic context through the design of an instructional framework, the development of lesson plans, and a reflective analysis of an instructional experience within their own classroom.

EDUC 8806 - Educational Measurement and Evaluation

(4 cr.) Education professionals in this course learn how to measure and evaluate student learning outcomes and educational programs. They acquire key evaluation concepts as they examine the purposes for collecting student achievement data and distinctions among various approaches to assessing learning. Education professionals apply knowledge and skills gained in the course while they critique and develop measurement instruments.

EDUC 8807 - Curriculum Theory and Design

(4 cr.) Designing curriculum is a complex process requiring professionals who are able to recognize and understand the foundational assumptions and functions of curriculum documents and processes. Through this course, education professionals explore curriculum theory and design at the district or departmental level. Focusing on the theoretical, practical, and political complexity of curriculum work, they apply theoretical foundations of curriculum to solving

curricular problems and analyzing curriculum artifacts. Education professionals also share ideas and delve deeper into subject matter through a range of activities, such as discussions, analyses of case studies, and production of curriculum documents.

EDUC 8811 - Practicum in K–12 Leadership

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

EDUC 8812 - Critical Survey of Technology

(4 cr.) This course focuses on current and emerging innovative technologies that affect and enhance the learning environment for students. Included is a discussion of topics affecting learning environments, such as cultural/equity issues, computer crime, computer security, computer games versus educational software, online learning, graphics versus text, accuracy of information on the Internet, pornography, and assistive/adaptive learning. Students critically evaluate an educational software package, an online learning infrastructure, and software used for drill/practice, tutorial, simulation, and problem-solving—sharing titles of software and websites used in their content area.

EDUC 8813 - Management of Technology for Education

(4 cr.) This course explores issues that deal with integrating and managing technology in education. Areas such as leadership, strategic planning, systems acquisition, coordination, and implementation, as well as the impact of managing technology and its implications for teaching, learning, and administrative functions are studied. Policies that impact human resource development, staff development, information access, security, management control, and evaluation are also discussed in this course.

EDUC 8814 - Learning Theories and Instructional Technology

(4 cr.) Students explore the connection between principal theories of human learning, including behaviorism, cognitive information processing, and constructivism, as applied to the pedagogy of effective instruction. The focus of this course is on instructional interventions and their potential improvement through the application of technology.

EDUC 8823 - Computer Technology and Multimedia in Education

(4 cr.) In this course, emerging computer-based multimedia innovations and applications are examined. Students learn about software, courseware, presentation devices, output devices, and

mass storage devices for course delivery using instructional technology. Students evaluate various authoring systems in either Windows or Mac environments to identify strengths and weaknesses. They learn instructional design principles and demonstrate the ability to produce simple but effective multimedia presentations using a multimedia authoring program.

EDUC 8824 - Integration of Technology in the Curriculum

(4 cr.) This course covers how to create curriculum materials and courses that integrate technology allowing for access to new information, development of new learning skills, and the empowerment of students. It also covers learning styles and the student as the center of learning and explores the role of technology and its incorporation within the learning curriculum for students and teachers.

EDUC 8825 - Course Development and Delivery Utilizing Technology

(4 cr.) This course analyzes instructional design principles and procedures, including needs assessment, objectives, and criterion test design. It covers the development of guidelines to inform decision-making processes that accompany the design, development, production, utilization, and evaluation of course materials that use computer-based and other technologies. Students create a development proposal, then design and develop an instructional website complete with online assessments, utilizing Dreamweaver and Coursebuilder. Familiarity with this software is not a prerequisite; students who are unfamiliar with these tools can take tutorials provided by Macromedia.

EDUC 8826 - Planning and Implementing Instructional Technological Environments

(5 cr.) This field-based experiential course prepares educators as leaders in developing policies and procedures and planning, budgeting, implementing, and administering instructional technology environments. Students focus on the theoretical and practical considerations for researching, planning, configuring, evaluating, and administering facilities and resources in their own instructional settings. The 5-credit course includes a 1-credit practicum.

EDUC 8840 - Evolution of Educational Technology

(4 cr.) A wide variety of factors, including limitations, innovations, and major breakthroughs, influence the evolution of learning. Through this course, education professionals gain framework for understanding educational technology, helping them keep up-to-date with modern technological trends that affect teaching and learning. Education professionals examine this evolution and the history of educational technology as a field of study before and following the emergence of computers and cyberspace technology. Through a variety of applied assignments, they focus on how educational technology has evolved through the ages of agriculture, industry, and information. *(Prerequisite(s):* RSCH 8200 and RSCH 8300.)
(Co-requisites: EDUC 8900.)

EDUC 8841 - Diffusion and Integration of Technology in Education

(4 cr.) Social and systemic change resulting from the integration and adoption of technological innovations will be the focus of this course. Learners will explore Rogers‘ diffusion of innovations theory, and the research that shows best practices for integrating technology in the workplace/education, to find ways to be a catalyst for change. Strategies for overcoming resistance and barriers to change will be analyzed.

EDUC 8842 - Principles of Distance Education

(4 cr.) Different theories, paradigms, and the history of distance education will be explored. Learners critique current research and assess online learning programs including hybrid and fully online delivery. Accessibility issues, open source, best practices to facilitate learning, global trends, and the move from elite to mass higher education will be analyzed. Synchronous versus asynchronous platforms will be contrasted. *(Prerequisite(s):* EDUC 8118, RSCH 8200, and RSCH 8300.)
(Co-requisites: EDUC 8900.)

EDUC 8843 - Leading and Managing Educational Technology

(4 cr.) Education professionals in this course explore issues related to leadership regarding the integration of technology in business and in education at any level, including K–12 schools, community colleges, teacher education, or higher education. They explore such areas as leadership, strategic planning, systems acquisition, coordination, implementation, technology management and its implications for teaching and learning, and administrative functions. Moreover, they share perspectives through discussions on policies that affect human resource development, staff development, information access, security, management control, and evaluation.

EDUC 8844 - Designing Instruction for Distance Education

(4 cr.) Instructional design for distance education involves understanding educational experiences, what makes these experiences effective, and the ways in which students learn in the online environment. This course provides education professionals with the opportunity to gain a practical understanding of these topics through the examination of learning styles, learning theory, social networking and collaborative group influences, assessment, global perspectives, and diversity. They also analyze effective online educational experiences from education and the workplace. Focusing on the design and delivery of distance education, education professionals engage in applied assignments that emphasize developing, field testing, and revising a web-based unit. They also explore ways to employ engaging instructional electronic strategies to enhance design and development. *(Prerequisite(s):* EDUC 8842 or 7102.)

EDUC 8845 - Learning Theory and Educational Technology

(4 cr.) In this course, education professionals extend their knowledge of learning theory, including behaviorism, cognitivism, and constructivism, to the application of educational technology as they explore ways to translate theory to practice. Education professionals explore instructional interventions and their potential improvement through the application of technology. They also use a variety of theories, such as multiple intelligences, constructivism, computers as mind tools, brain-based learning, and connectivism to learn how technology facilitates learning. Through a collaborative constructivist activity, education professionals critically analyze constructivist learning theorists to determine how their principles apply to educational technology. Using knowledge gained from these analyses, education professionals identify and explain related challenges regarding the use of constructivist and collaborative activities for learning as well as solutions for overcoming these barriers.

EDUC 8846 - Current Research in Educational Technology

(4 cr.) In this course, education professionals critique current research on critical issues and emerging areas of educational technology for which they identify areas of need and gaps in research. Assessing these gaps, they determine research questions and problem statements that might serve to effect positive social change for diverse learners, which they may use as the basis of their prospectus for their dissertation. They also gain practical experience developing proposals for presentation at professional conferences. Additionally, they explore means to publish their research in professional journals. *(Prerequisite(s):* EDUC 8118, RSCH 8200D, and RSCH 8300D.) *(Co-requisites: EDUC 8900.)*

EDUC 8847 - Multimedia Technology to Facilitate Learning

(4 cr.) Through this course, education professionals explore strategies for facilitating learning through the use of technology, including electronic and multimedia presentation of materials and curriculum design. Delving deeper into content and sharing perspectives, education professionals engage in weekly discussions on a range of topics, including functions and tools of and research on multimedia-based instructional design, Mayer‘s triarchic model of cognitive load; cognitive learning styles of digital natives versus digital immigrants, dual coding, and assessments for multimedia assignments. They gain practical experience designing learning materials based on principles of universal design using electronic materials.

EDUC 8848 - Emerging and Future Technology

(4 cr.) The emergence of new technologies in the information age and beyond is dramatically changing the way people teach and learn in K–12 education, higher education, and corporations. Education professionals in this course explore new scholarship, collaborative tools, social networking, wireless and mobile technologies, creative commons, fair use, user-created content, and virtual worlds to become leaders in helping to diffuse these innovations. They also engage in a multi-media presentation to analyze obsolete technology, assess new technology, and explore projections regarding future technological movements. Through this project, education professionals are better able to conceive a world where technology is a seamless aspect of learning and work. *(Prerequisite(s):* EDUC 8118, RSCH 8200, and RSCH 8300.)

(Co-requisites: EDUC 8900.)

EDUC 8850 - Foundations in Early Childhood: Developing a Shared Vision

(6 sem. cr.) Early childhood, as a field, refers to young children (prenatally through 8 years old) as well as those adults, programs, and agencies that have a significant impact on children‘s development and learning. It is a field ripe with current research and opportunities to contribute to positive social change. This course explores the integrative and collaborative richness of the field from its history, values, and ethics to current issues and trends. As part of this foundational course, early childhood professionals learn the process of how to successfully complete their doctoral (Ed.D.) or education specialist (Ed.S.) degree, understanding how Walden supports them in developing (1) facility with Walden University‘s online learning environment; (2) understanding the university‘s and the program‘s support systems, expectations, and outcomes; and (3) advanced graduate-level critical-thinking, research, and writing skills.

EDUC 8851 - Global Perspectives on Development and Learning

(6 sem. cr.) Why is the well-being of young children vital to learning and later success in life? Research continues to indicate that early influences are critical to the development of children‘s brains and lifelong health. Scientific evidence also indicates that there is intrinsic value for young children in experiencing the joy and discovery of childhood. Such experiences not only generate later positive outcomes to society, but they also contribute to viewing life with optimism, learning social skills, and coping with stress. In this course, early childhood professionals study current national and international thinking with regard to early childhood development. Course content also includes global perspectives related to designing, implementing, and evaluating experiences for every child. Special attention is paid to brain research, factors that promote and impede development and learning, and effective assessment of development, learning, and teaching/programmatic practices.

EDUC 8852 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8853 - Influences of Family, Culture, and Society in Early Childhood

(6 sem. cr.) Early childhood professionals understand that building reciprocal relationships with children‘s families and community members is essential to promoting positive outcomes for children. Whether early childhood professionals intend to impact positive social change by working with children and families in early childhood settings or in related professions, understanding the complexities of such relationships and the skills of relationship building are essential. The focus of this course is on research-based knowledge of family dynamics and the

vital role relationships play in children‘s lives. Special attention is paid to relationship building through the lens of cultural responsiveness and by studying how identities are defined and evolve related to ethnicity, race, economic class, gender, and sexual orientation. Education professionals are challenged to delve deep into issues related to risk factors such as trauma, poverty, bias, stereotyping, and homelessness as well as to study factors that support resilience.

EDUC 8854 - Dynamics of Early Childhood Policies and Systems

(6 sem. cr.) Healthy development of children from prenatal stages throughout early childhood does not depend on one group of people, one type of agency, or even a continuum of quality early childhood education. Rather, public policy, government processes, funding streams, and research from disciplines such as medicine, psychology, and public health all have an impact—positive and negative—on whether children and families thrive. In this course, educators examine existing early childhood systems—how they function and how they interact—with the goal of improving services for young children and families. Education professionals research and evaluate case studies to develop a deep understanding of the ways that systems are impacted by funding and public policy, determine services, function in today‘s society, and ultimately affect the lives of young children and families.

EDUC 8855 - Research in Practice

(6 sem. cr.) This course builds on educators‘ prior explorations of research design and methodology by providing hands-on, in-depth study of specific data collection and analysis skills needed for them to become producers of research. Education professionals will apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. Practical exercises and discussion will emphasize both qualitative and quantitative research methods.

EDUC 8856 - Advocacy and Leadership for Positive Social Change

(6 sem. cr.) What knowledge, skills, and dispositions should early childhood leaders exemplify? The field needs leaders who (1) know the history and understand the values and ethics of the field; (2) who approach the present and the future as critical and creative thinkers committed to positive change; (3) who are advocates, researchers, relationship builders, data-driven decision makers, and managers of change with a keen understanding of diversity, humane interaction, organizational development, and system-oriented thinking. In this course, professionals engage in the study of leadership for positive social change in the early childhood field, which culminates in a capstone project that requires participants to apply the knowledge, skills, and dispositions of a leader to effect change in an early childhood setting of their choice.

EDUC 8883 - Practicum in Community College Leadership

(9 cr.) Students may elect to take an on-site practicum working under the mentorship of a community college leader instead of the advanced research seminars. Mentors should be exemplary community college leaders in roles similar to those the students are preparing to enter. The general objective of the practicum is to provide students with the opportunity to learn by listening, discussing, questioning, observing, participating, and contributing in a leadership role

while working with a mentor/supervisor. Students are expected to participate in the work of the site supervisor for 120–180 hours, usually over a 12-week period.

EDUC 8885 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8886 - Advocacy and Leadership for Positive Social Change

(6 sem. cr.) What knowledge, skills, and dispositions should early childhood leaders exemplify? The field needs leaders who (1) know the history and understand the values and ethics of the field; (2) who approach the present and the future as critical and creative thinkers committed to positive change; (3) who are advocates, researchers, relationship builders, data-driven decision makers, and managers of change with a keen understanding of diversity, humane interaction, organizational development, and system-oriented thinking. Professionals in this course are engaged in the study of leadership for positive social change in the early childhood field and in a capstone project that requires participants to apply the knowledge, skills, and dispositions of a leader to affect change in an early childhood setting of their choice.

EDUC 8900 - Dissertation Companion

(0 cr.) The purpose of this dissertation companion course is to assist education professionals in making steady progress toward completing their degree. The companion provides a forum for ongoing exchange of ideas, input, and feedback between education professionals and the dissertation chair as education professionals complete coursework for their Ph.D. in Education and prepare to begin their dissertation. The instructor of record for a section of the companion is the chair of the dissertation committee. Section participants are education professionals working with the faculty mentor at the early stages of their dissertation. *(Prerequisite(s):* EDUC 8110, EDUC 8111, EDUC 8112, EDUC 8113, EDUC 8114, EDUC 8115 , EDUC 8116, EDUC 8117, EDUC 8118, RSCH 8100D, RSCH 8200D, and RSCH 8300D.)

EDUC 9000 - Dissertation

(20 cr.) During the first quarter in which they have active dissertation committees, doctoral students are automatically enrolled in this dissertation status course. It affords students the opportunity to integrate their program of study by conducting an in-depth exploration of a topic of interest and by completing an original research study, called a dissertation, on that topic. With the guidance of a chair and committee members, students develop an approved prospectus, an approved proposal (the first three dissertation chapters), and an application for Institutional Review Board approval. They then collect and analyze data and, afterward, finalize their approved dissertation. During the final quarter, students prepare their dissertations for final

review by the university and conclude with an oral defense of their dissertation. *(Prerequisite(s):* Foundation course, core KAMs, RSCH 8100D, RSCH 8200D, and RSCH 8300D.)

EDUC 9001 - Dissertation

(20 cr.) During the first quarter in which they have active dissertation committees, doctoral students are automatically enrolled in this dissertation status course. It affords students the opportunity to integrate their program of study by conducting an in-depth exploration of a topic of interest and by completing an original research study, called a dissertation, on that topic. With the guidance of a chair and committee members, students develop an approved prospectus, an approved proposal (the first three dissertation chapters), and an application for Institutional Review Board approval. They then collect and analyze data and, afterward, finalize their approved dissertation. During the final quarter, students prepare their dissertations for final review by the university and conclude with an oral defense of their dissertation. *(Prerequisite(s):* EDUC 8110, EDUC 8111, EDUC 8112, EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, EDUC 8118, EDUC 8210, EDUC 8211, EDUC 8212, EDUC 8213, EDUC 8214, RSCH 8100D, RSCH 8200D, and RSCH 8300D.)

EDUC 9002 - Research Forum

The purpose of this forum is to assist students with making steady progress toward earning a Doctor of Philosophy (Ph.D.) degree. Students prepare a plan of action, engage in regular scholarly discussion with a faculty mentor and fellow doctoral students, and submit a personal progress report. Students submit drafts of Learning Agreements, Knowledge Area Modules (KAMs), and dissertations to the faculty mentor for feedback. Information and resources related to KAMs, dissertations, residencies, research and writing, courses, and doctoral program expectations are provided for guidance.

EIDT

EIDT 2001 - Technology and Learning♦

(5 cr.) Technology today facilitates and supports learning in ways never before possible. In this course, students learn how education professionals use computers, multimedia tools, and other educational technologies to differentiate the learning experience, provide access, and meet the needs of diverse learners. Students examine current trends and gain an understanding of the appropriate integration of technology and instruction. *Prerequisite(s):* EDUC 1014.) ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 2002 - Web Design I♦

(5 cr.) This course presents the fundamental techniques and principles of effective web design. Students learn the basics of building websites that incorporate good functionality and design elements to meet the needs of a diverse audience. They explore a range of topics, including introductory hypertext markup language (HTML), common graphic and web publishing standards, web publication protocols, and basic principles of website layout and design. ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 2003 - Introduction to Distance Education♦

(5 cr.) While distance learning is not a new concept, advances in technology and the Internet have been a catalyst for the rapid expansion of distance education to meet a variety of learning needs. This course provides a comprehensive overview of distance education. Students examine the field to gain a historical perspective and an understanding of current trends. They also learn basic concepts, models, and technologies of distance learning. *Prerequisite(s):* EDUC 1014.) ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 2004 - Instructional Design I♦

(5 cr.) The instructional designer plays a key role in developing education and training programs in the public and private sectors. This course introduces students to the field of instructional design. They gain an understanding of the role of instructional designers in constructing the learning experience. Students also explore the essential job functions and career paths available in this field. ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 3002 - Multimedia Tools♦

(5 cr.) Multimedia tools allow instructional designers to be creative and develop innovative learning environments. This course provides an introduction to the design, production, and

evaluation of multimedia for instructional purposes. Students experiment with tools commonly used for the creation of multimedia elements and learn how to create basic multimedia components incorporating audio, video, and visual graphics. ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 3003 - Ethical and Fair Use of Instructional Materials♦

(5 cr.) Instructional designers are faced with the challenge of finding and using materials from various resources. In this course, students examine the issues related to the use of licensed and copyrighted content in the development of instructional materials. Students also explore the legal and ethical implications of copyright, fair use, and Creative Commons licenses when designing materials for nonprofit and for-profit entities. ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 3004 - Instructional Design II♦

(5 cr.) This course is a continuance of the principles learned in Instructional Design I. Students explore the basic elements of commonly used instructional design theories and models and compare the processes and procedures of these models. They gain a working knowledge of the instructional design process, including how to identify learning and performance gaps and how to design and implement instructional solutions. *(Prerequisite(s):* EIDT 2004 and EDUC 3004.) ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 4001 - Instructional Design and Technology Capstone

(5 cr.) This capstone course provides students with the opportunity to showcase their skills and creativity by applying their knowledge of instructional design, learning environments, and multimedia tools to an authentic task. Connecting theory to practice, students work with a client or explore a case study to identify an instructional need and construct an appropriate solution. *Prerequisite(s):* Completion of all other required coursework.)

EIDT 4002 - Web Design II♦

(5 cr.) This is a project-based course in which students build on their basic knowledge of web design to learn more advanced design and development skills. Students apply their knowledge of web design, multimedia tools, and principles of visual literacy to the creation of a website. Students engage in assignments that emphasize the development of websites that incorporate multimedia elements for education and training. *Prerequisite(s):* EIDT 2002 and EIDT 3002.) ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 4004 - Instructional Design III♦

(5 cr.) In this course, students apply the principles of instructional design to a learning situation. They also apply their knowledge of the instructional design process to define learning goals and outcomes as well as to create instructional materials and evaluate the effectiveness of those materials. *Prerequisite(s):* EIDT 3004.) ***Note:*** Adobe CS Web Premium is a requirement for this course. Students must purchase it from the Walden Computer Store in order to take advantage of the student discount price. The Walden Computer Store is located within the ―Student Life" tab in the myWalden portal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 5100 - Instructional Design

(4.5 sem. cr.) In this course, students learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. Students explore commonly used instructional design models, such as ADDIE, and learn how to apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Students also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings. *(Prerequisite(s):* EDUC 5105).

EIDT 5110 - Advanced Instructional Design

4.5 sem. cr.) This course is designed to extend students' knowledge and application of the instructional design process. Students gain a deeper understanding of best practices for the implementation and evaluation of education and training programs. Emphasis is placed on delivery of instruction and the various strategies for assessing student learning both during and after instruction. Students demonstrate their learning by solving a real-world instructional or performance improvement problem. *(Prerequisite(s):* EIDT 5100).

EIDT 6100 - Instructional Design♦

(3 sem. cr.) In this course, educators learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. They explore commonly used instructional design models, such as ADDIE, and they learn how to apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Educators also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 6110 - Advanced Instructional Design♦

(3 sem. cr.) This course is designed to extend educators‘ knowledge and application of the instructional design process. Educators gain a deeper understanding of best practices for implementing and evaluating education and training programs. They engage in a variety of assignments that emphasize the delivery of instruction and the various strategies for assessing student learning both during and after instruction. Educators demonstrate their understanding of course concepts by solving a real-world instructional or performance improvement problem. *(Prerequisite(s):* Intended to be taken after EIDT 6100.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 6120 - Multimedia Design and Development♦

(3 sem. cr.) In this course, educators take a systematic approach to the design and development of multimedia for instruction. They combine their knowledge of effective instructional strategies with the basic principles of visual literacy, Web design, and multimedia design to develop effective and usable learning objects. Applying concepts learned in the course, educators gain practical experience creating an interactive learning experience, which they beta test in a learning management system.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 6130 - Program Evaluation♦

(3 sem. cr.) Program evaluation is the final step in an effective systematic approach to instructional design. In this course, educators explore the models, principles, and practices employed in conducting effective and thorough evaluations of instructional and performance improvement programs. They learn how to select an evaluation approach; develop an evaluation

plan; design or select data collection tools; and collect, analyze, and interpret data related to authentic cases.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 6500 - Performance Improvement♦

(3 sem. cr.) In this course, educators survey the research, models, and issues associated with improving human performance in workplace settings. They explore methods and techniques for recognizing and analyzing performance gaps, conducting needs assessments, determining appropriate instructional and performance support interventions, and measuring the results of implemented solutions. They engage in assignments that emphasize how to determine whether instructional or other performance support interventions are appropriate for addressing identified needs. Educators also use results from analyses to inform the design of job aids, instruction, and other performance support systems.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 6501 - Training and Development♦

(3 sem. cr.) The ability to manage and deliver training is an essential skill for human resource and performance improvement professionals. In this course, educators explore models, techniques, and best practices for managing and delivering training systems and modules. They focus on a range of topics, including managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion. Educators also explore technologies that support the planning, presenting, and managing of instructor-led and self-directed courses and training systems in face-to-face and virtual environments.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 6510 - Online Instructional Strategies♦

(3 sem. cr.) Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, educators apply their knowledge of instructional design and distance learning to analyze, select, and design instructional strategies that are most effective for engaging and teaching online learners. They learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in synchronous and asynchronous environments.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 6511 - Assessments in Online Environments♦

(3 sem. cr.) Instructors are provided with the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes in the online environment. In this course, educators apply their knowledge of learning theory, assessment practices, and instructional design principles to the development of assessment strategies in online education and training environments. They review research and practical strategies for assessing student learning in synchronous and asynchronous environments.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

EIDT 6910 - Capstone: Practical Application of Instructional Design

(3 sem. cr.) This course is the culminating experience for the program. Educators are provided with the opportunity to exhibit their knowledge, skills, and creativity in an authentic situation. They demonstrate their ability to integrate instructional design principles and practical skills and apply them to a real-world learning or performance problem. Educators work with a client in a consultative capacity or explore a case study that may include front-end analyses; design, development, and implementation of performance support and instructional materials; and/or evaluation of an instructional or performance support program.

EMBA

EMBA 6010 - Leading in a Dynamic Era

(3 sem. cr.) An Executve Masters in Business Administration (EMBA) Program is a journey of personal and professional transformation. As with a physical journey, this one begins —where you are" (in this case, as a leader and manager). Two of the key goals for this first course of the EMBA Program, then, include determining each person's status and setting the trajectory for the transformational journey. To help candidates begin, in this course, each student will develop the skills for critical reflection by asking questions like:

- What are each student's strengths and weaknesses and what is missing?
- What are each student's responsibilities as a leader now and tomorrow?
- How does the student make decisions as a manager/leader?
- What are the values that shape the student's behavior?
- How does the student deal with difficult problems?
- What are the student's aspirations?

Another important theme of this course is being a leader in turbulent times. Being an effective and genuine leader in a dynamic era requires an understanding of leadership concepts, how leaders think and act, and how various management styles impact situations and relationships within an organization. Yet, being an effective leader also demands a strong set of competencies such as motivating self and others, leading creativity in an organization, cultural intelligence, and navigating through ambiguity. Through a self-reflective process, work with an executive mentor, and accompanied by the study of key leadership concepts, each student will begin to craft a

Personal and Professional Development Plan that will be utilized and further developed throughout the EMBA Program. This plan will serve as the road map for developing the leadership posture and competencies critical for success; and students will take their first steps toward applying the plan to their career during this course.

EMBA 6020 - Economic Decision Making

(3 sem. cr.) Global markets are increasingly turbulent and understanding how these markets work is critical to the student‘s success as a business leader. The course is designed to show how the student can use economic theory to frame the challenges associated with operating a firm in a competitive environment. To facilitate this understanding, this course will integrate concepts of both micro- and macroeconomics. From a micro perspective, students study managerial decisions, particularly in terms of demand, supply, opportunity costs, profitability, and competitive strategies. Students also analyze real-world industries, markets, and firms using the key concepts of microeconomics. From a macro perspective, students develop the skills to create a basic model of the macro economy emphasizing real-world data and relationships. By the end of the course students can evaluate and resolve economic problems in real time.

EMBA 6030 - Creativity, Innovation, and Foresight

(3 sem. cr.) In the first course of the Executive M.B.A., students were introduced to the notion of being a leader in an era of disruptive change. This course continues the discussion on disruptive change by focusing on the importance of innovation in achieving business success. Innovation is not an end result. Rather, through creativity and foresight, it is a way of thinking that enables individuals and organizations to more effectively define critical problems, identify possible solutions, and foster positive change.
In particular, this course focuses on increasing the student‘s abilities as a creative leader, one who can readily apply imagination to resolve complex problems and who unleashes the creative talents of others by establishing a work environment that facilitates creative thinking. The ultimate goal of this course is to provide students with a set of proven creativity methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner.

To accomplish this task, students describe why creativity and innovation are considered crucial 21st-century skills; learn to manage their judgment, so that they become more flexible, tolerant of ambiguity, and open to new ideas and possibilities; employ a variety of creative thinking tools useful in resolving problems that do not have easy answers; apply design thinking principles aimed at user empathy and rapid prototyping; identify what creative leaders do to promote innovation in their teams and organizations; and recognize how a systematic approach to creativity enhances the probability of innovative breakthroughs.

EMBA 6040 - Accounting Measurement for Leaders

(3 sem. cr.) Accounting is a measurement process. Leaders are required to create meaningful measures. To do that they need to know what to measure, how to measure, and what the consequences of the measurement might be. This course takes a rigorous stakeholder approach, and integrates fundamental managerial accounting topics with strategic analysis. By the end of

the course, students are able to use accounting information within a firm to make effective business decisions, design control systems, and evaluate the impact on various stakeholder groups.

EMBA 6050 - Managing People and Teams in Globally Diverse Organizations

(3 sem. cr.) Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is crucial to an enterprise‘s success and survival. In this course, students have the opportunity to learn practical issues such as planning and executing staffing strategies, creating and sustaining teams, maintaining influence in the organization, managing a global workforce, managing programs for productivity improvement, and planning and managing the human side of organizational change. This course will be especially useful for those planning careers as general managers as well as management consultants.

EMBA 6060 - Money and the Firm

(3 sem. cr.) The focus of this course is on how students use financial information for internal decision-making purposes. The course is designed for the executive who will be using, rather than producing, financial information. Students will cover a range of contemporary topics and techniques relevant to sound and ethical financial decision making using a stakeholder-analysis framework. This framework requires decision makers to develop an array of possible financial decisions and evaluate the advantages and disadvantages of each. The tradeoffs and consequences of each alternative are considered in terms of satisfying stakeholders‘ interests while maximizing firm value. Students in this course will rely on critical-thinking skills to apply and, at times, challenge traditional financial theory, while balancing various stakeholder interests in the financial decision-making process.

EMBA 6070 - Leveraging Systems and Operations for Performance

(3 sem. cr.) One of the most critical challenges for leadership in maintaining organizational performance is identifying core strengths and weaknesses within the organization and across the more general value creation landscape. Students in this course explore systems thinking as a process whereby problems are viewed as individual components within a larger system. A framework is provided for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Learners will use systems-thinking tools to model single-, double-, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, students are introduced to scenario building and will examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

EMBA 6080 - Establishing and Cultivating Customer Markets

(3 sem. cr.) When students see a highly successful product they may wonder whether the product was itself truly innovative or whether the product was unremarkable, but the marketing program was exceptional. Not surprisingly, a clear understanding of the importance of marketing, as well as a grasp of effective marketing practices, is essential for anyone who wishes

to achieve a position of leadership. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing strategies. Students also come to understand how product, price, place, and promotion contribute to the marketing mix as you explore research-based insights into consumer behavior.

EMBA 6090 - Competing in the Global Marketplace

(3 sem. cr.) Over the last few decades, a fundamental shift in the world economy has been underway. No longer are national economic interests and business operations largely confined within well-defined geographic borders. Phenomena such as the explosion of the Internet, outsourcing, and the reduction in barriers to cross-border trade have all contributed to the creation of a truly global economy. This course focuses on the global environment of business and explores how the international sociocultural, political, legal, economic, physical, and historical environments affect business practices and policies. A key goal of the course is to provide students with the skills and methodologies required for market analysis and business strategizing on a global scale. In particular, students identify the internal and external forces affecting an organization‘s ability to compete both domestically and globally.

EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage

(3 sem. cr.) The purpose of this capstone course is to facilitate the integration of what students have experienced during their Executive M.B.A. program. First, working with an executive mentor, students complete a Personal and Professional Development Plan that has both charted their transformational journey thus far and will serve as the starting point of the next phase of their career development. Second, the course seeks to integrate the knowledge that students have gained through the program using the ―lens” of developing business strategies capable of achieving sustainable competitive advantage.
To help students think in an integrative fashion, they will take the perspective of the CEO throughout the course. Students whose primary experience has been in one of the functional areas of management (e.g., finance, marketing, etc.) have opportunities to relate their experience to the contents of other functional areas and to develop the multifunctional perspective required of the general manager.

The most important outcome of the course is that students are able to think and act in a strategic (rather than a tactical) fashion. Overall, the course aims to improve the actual practice of management, i.e., the students‘ ability to manage a variety of strategic and operational situations. These situations may be complex, and students should be able to cope with a considerable amount of ambiguity.

ENGL

ENGL 1000 - Academic Writing♦

(5 cr.) Students in this course are introduced to the basic elements of academic writing. Students‘ primary focus is on gaining fundamental skills necessary for writing college-level essays and research papers. They engage in weekly writing assignments for iterative practice with grammar,

punctuation, and the formation of sentences and paragraphs. Through these assignments and a final reflective essay, students demonstrate effective academic writing and the skills requisite to ENGL 1001 - English Composition. ***Note:*** This course will be considered an elective.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ENGL 1001 - English Composition♦

(5 cr.) College-level study requires students to explore subject areas through different perspectives, make convincing arguments, and support research findings in a clear, scholarly manner. This course helps students develop the skills necessary for persuasive and research-based writing at the college level. Students focus on the use of rhetoric, argument, and supporting evidence. They also study the use of the *Publication Manual of the American Psychological Association* (APA) guidelines to cite sources and examine the steps involved in conducting research. Through practice of the planning, writing, and revision process, students gain skills necessary to write effective academic persuasive essays with supporting evidence. *(Prerequisite(s):* COMM 1001.)

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ENGL 1001E - English Composition♦

(5 cr.) College-level study requires students to explore subject areas through different perspectives, make convincing arguments, and support research findings in a clear, scholarly manner. This course helps students develop the skills necessary for persuasive and research-based writing at the college level. Students focus on the use of rhetoric, argument, and supporting evidence. They also study the use of the *Publication Manual of the American Psychological Association* (APA) guidelines to cite sources and examine the steps involved in conducting research. Through practice of the planning, writing, and revision process, students gain skills necessary to write effective academic persuasive essays with supporting evidence. ***Note:*** This course is delivered over a 12-week term but is equated to ENGL 1001. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ENGL 2001 - Introduction to Literature♦

(5 cr.) Students in this course work toward developing critical reading and writing skills through the study of literature. They examine both fiction and nonfiction texts as models of effective writing, and they learn and practice skills in attentive reading, personal and critical response, critical thinking, and clear writing. Additionally, students explore literary elements, methods authors use to engage readers, and techniques to compare and analyze literature. Through this

course, students have the opportunity to expand their perspectives, explore new issues, and improve their reading and writing skills. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ENGL 2002 - Professional Writing for Successful Communication♦

(5 cr.) Clear and persuasive writing is a fundamental professional skill. In this course, students learn the basic tenets of written communication in a professional setting, including the importance of understanding audience and the purpose of the communication, as well as choices of modality, timing, and idiom. Students examine examples of professional communication, such as business letters, résumés, briefing memos, newsletters, and proposals and requests for proposals, among others. Applying course concepts, students also engage in a range of applied assignments that reinforce fundamental writing skills, such as grammar and sentence structure, punctuation, style, citation, and word choice. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ENGL 2050 - Women's Literature and Social Change♦

(5 cr.) This course offers students a variety of historical and contemporary literary works written by women in the form of essays, short fiction, drama and poetry/lyrics. Topics include social change as it relates to women‘s experiences of work, family, and community; health and well-being; education; and the future. Students use critical-thinking, reading, and writing skills to articulate an understanding of course themes. *(Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ENGL 2110 - Creative Writing: Fundamentals of Short Fiction♦

(5 cr.) Storytelling was a way for our ancestors to pass on values, spiritual beliefs, and history. One of the ways in which we continue this heritage today is through short fiction. This course introduces students to the processes and concepts of creative writing through short fiction. Students examine established authors, narrative techniques, and structures, which they use as a guide to write short stories that model voice, purpose, and elements of story writing. Through this course, students gain critical-thinking and analytical skills in writing, revising, and publishing creative fiction. (Prerequisite(s): ENGL 1001.) *Prerequisite(s):* ENGL 1001.) ***Note:***

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ENGL 3110 - Creative Writing: Contemporary Nonfiction and Poetry♦

(5 cr.) In this course, students explore the creation of poetry and nonfiction writing for children and adults. Students analyze various forms of creative writing, including memoirs, personal essays, nature essays, prose poems, and poetry, by reading the works of established authors and modeling writing techniques in preparation for publication. They acquire essential skills in critical and analytical thinking to be able to write and revise creative works for adults and children. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FNCE

FNCE 3001 - Financial Management♦

(5 cr.) All organizations must collect and analyze financial information to make important decisions regarding operations, such as payments, budgeting, and investing in new business. Students in this course learn to use financial and managerial finance theory, concepts, and tools to make better financial management decisions as well as to conduct sound financial analysis. They examine the principles of finance from an applied perspective through the examination of difficult strategic and operational decisions that exist in the business environment. Students gain hands-on financial management experience as they compile financial statements, analyze and report financial results, and calculate elements of time value of money for single or multiple cash flows. *Prerequisite(s):* ACCT 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FNCE 4101 - Corporate Finance♦

(5 cr.) Managers in all types of corporations must make vital financial decisions on a daily basis, such as choosing between competing investment opportunities, valuing assets, measuring risk and return, financing a firm‘s operations, making dividend policy and capital structure decisions, and valuing financial instruments. Students in this course learn the basics of finance and can gain the tools needed to create long- and short-term planning decisions. They collaborate with their peers through a group case study project to gain real-world insight into the corporate finance arena. Students add to their portfolio by completing a project assignment in which they demonstrate concepts learned in the course through a specific contextual application. *Prerequisite(s):* FNCE 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FNCE 4102 - Financial Institutions and Markets♦

(5 cr.) One of the main causes of economic failure in the United States is the assumption of too much financial risk, including overspending and bad investments. The best way to mitigate risk factors is for financial managers to understand the impact of spending on financial markets. In this course, students investigate the implications of these risk factors and examine various aspects of financial markets, including money, bond, mortgage, stock, foreign exchange, and derivative security. Students learn about the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds. Through this course, students have the opportunity to gain the skills and knowledge that financial managers use to predict and mange risk and future trends. *Prerequisite(s):* FNCE 4101.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FNCE 4103 - International Finance♦

(5 cr.) To maintain a competitive advantage, organizations must engage in business and financial investing on a global scale and financial managers must understand the challenges, risks, and methods of dealing with firms in the global economy. This course introduces students to the nuances, concepts, and principles in the field of international finance. Primarily, students engage in assignments focused on international financial markets and the macroeconomics of international financial flows. They examine specific topics, including foreign exchange, international securities markets, and international banking. Through this course, students have the opportunity to acquire the tools needed to make important international financial decisions based on existing financial principles and current factors in the market. *Prerequisite(s):* FNCE 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY

FPSY 2001 - Cross-Cultural Psychology♦

(5 cr.) Contemporary life requires the ability to relate to people who are different. Students in this course examine key concepts related to understanding life in a multicultural world. Topics include theories of culture, the role of psychology in understanding oppression, acculturation, cultural aspects of cognition, mental health, physical health, aggression, and emothion. Students are able to explain how behavior is affected by an increasingly diverse and multicultural world. *(Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 2002 - Human Development: Childhood and Adolescent♦

(5 cr.) Humans undergo rather amazing developmental changes across the lifespan. Significant changes occur during the period spanning the in utero period to young adulthood. In this course, students are introduced to key theories related to the development of infants, children, and adolescents. Topics include social, biological, and cognitive maturation processes. Cross-cultural issues in development are discussed. *(Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 2003 - Human Development: Adulthood♦

(5 cr.) Adulthood represents a rich developmental experience that includes a number of important life transitions. In this course, students are introduced to the key theories and applications of adult development. Topics include the social, biological, and cognitive maturation processess that define development through adulthood into older age, and specific transitions including career, love and relationships, and retirement. Cross-cultural issues in development are explored. *(Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 2005 - Social Influences on Behavior♦

It has been said that no person is an island; meaning, in part, that people are influenced by others and by the social situations in which they find themselves. This course focuses on the basic concepts and applications of social psychology, and includes such topics as attitudes, beliefs, and behavior; stereotyping; prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stress on behavior. Students apply principles learned in case studies and to situations in daily life. *(Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 2009 - Personality♦

(5 cr.) This course provides an introduction to the major theories of personality and their contemporary relevance. It discusses key personality theorists including those who represent psychoanalytic, neopsychoanalytic, trait, biological, humanistic, cognitive, behavioral, and social-learning approaches to understanding personality. This course also explores how race, gender, and cultural issues play a part in the study of personality and personality assessment.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 2101 - Introduction to Forensic Psychology♦

(5 cr.) This course explores a wide range of adult, juvenile, family, and community topics of interest to students, practitioners, and administrators. Topics include the uses of psychological assessments in court, issues of criminal responsibility, criminal profiling, predicting dangerousness, jury processes and decision making, eyewitness testimony, the use of psychological knowledge in prisons, and the psychology of criminal behavior.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 3003 - Methods in Psychological Inquiry♦

(5 cr.) The interpretation of what is experienced can be influenced by a variety of factors that cloud judgment. In this course, students learn about research methods used to test hypotheses in an objective and systematic way to minimize biases, which results in drawing better conclusions. Topics include correlation vs. experimental methods, validity and reliability, dependent and independent variables, qualitative vs. quantitative research, and statistical vs. clinical prediction. Students conduct a simple experiment and write up the results using American Psychological Association (APA) format. *(Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003, and STAT 3001).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 3004 - Psychological Disorders♦

(5 cr.) "Diagnosing" friends and family members is a common occurrence, as are discussions of what is considered normal and abnormal behavior. Students in this course are introduced to psychological disorders that form the basis of diagnosis in psychology. Topics include the concept of "normal" and "abnormal" as related to psychology; introduction to methods used in the process of diagnosis; measurement of psychological functioning; diagnosis; and an introduction to common disorders and their causes, including mood, thought, anxiety, substance abuse, sexual, personality, and dissociative disorders. Students differentiate among disorders and understand limits to effective diagnosis as well as apply what they have learned to case studies. *(Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 4102 - The Criminal Mind♦

(5 cr.) What makes the criminal unique? Criminal justice professionals confront criminal behavior in many forms. This course explores theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. Knowledge of these theories

enhances the student's ability to interact effectively with offenders. *(Prerequisite(s):* CRJS 1001).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 4111 - Forensic Interviewing and Investigation♦

(5 cr.) The basic procedures for interviewing both witnesses and suspects are provided in this course. Students have the opportunity to learn the difference between accusatory and non-accusatory interview strategies. In addition, effective behavioral observation strategies are identified. Methods for effectively recording information from interviews and observations are covered, and best practices for preparing forensic reports are presented.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 4112 - Forensic Assessment♦

(5 cr.) This course is designed to provide students with an overview of the basic knowledge and skills required to select appropriate assessment instruments used in the field of forensic psychology with children and adults. Types of assessments include child custody evaluations, juvenile assessment, expert witness assessment, fitness to stand trial, civil commitment assessment, and substance abuse assessment.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 4920 - Capstone

This course provides students with the contemporary knowledge needed to apply ethical practice and professional responsibilities while working in the field of forensic psychology. The American Psychological Society's *Ethical Principles of Psychologists and Code of Conduct* as well as the *American Psychology--Law Society's Specialty Guidelines for Forensic Psychology* are mainstays in this course. Additionally, the various roles and responsibilities of a forensic psychologist are covered.

FPSY 5101 - Introduction to Forensic Psychology

(5 cr.) Students in this course are provided with an expansive overview forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic

psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

FPSY 5115 - Understanding Forensic Psychology Research

(5 cr.) This course aims to help the student better understand how to be an astute consumer of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, this course places emphasis on teaching the student how to critically read forensic psychology research and how best to apply research results to forensic clinical, correctional, court, public policy, and police settings.

FPSY 5125 - Assessment in Forensic Psychology Settings

(5 cr.) Professionals in forensic psychology use assessments to gather data from different sources to arrive at conclusions and make decisions involving cases or issues. In this course, students examine assessments in various areas, including violence risk potential, competency to stand trial, insanity, pathology, and child custody. They examine the varied assessment instruments and procedures used in forensic settings with adults and juveniles. They also assess factors impacting assessments and related challenges, such as ethical issues and multicultural considerations. Students are provided with a foundation in the knowledge of forensic assessment rather than specific skills in administering forensic assessment instruments and interpreting results. Students demonstrate their knowledge as they apply concepts presented in the course to assess a forensic situation case study.

FPSY 5135 - Criminal Behavior

(5 cr.) Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: ―Who is a criminal?" and ―Is criminal behavior a mental illness?" Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.

FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology

(5 cr.) A fundamental responsibility of forensic psychologists is to provide treatment, assessment, research, and training in an ethical manner. Through this course, students have the opportunity to acquire contemporary knowledge needed to apply ethical practice and professional responsibilities while working as forensic psychologists. Students explore the various roles and responsibilities of forensic psychologists. They examine the American Psychological Association‘s Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology-Law Society‘s Specialty Guidelines for Forensic Psychology. Students apply these guidelines as well as critical-thinking and scholarly-writing skills to describe the

ethical dilemmas, professional challenges, and approaches to overcome these issues within a professional forensic psychology role of their choice.

FPSY 5511 - Treatment of Forensic Populations

(5 cr.) In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

FPSY 5720 - Abnormal Behavior

(5 cr.) Understanding the characteristics and causes of atypical thoughts and actions—commonly known in mental health professions as *abnormal behavior*—is essential in determining accurate diagnoses, answering forensic referral questions, and planning effective treatment programs. In this course, students examine the history and evolution of abnormal psychology and how practitioners use contemporary diagnostic criteria of abnormal behavior in various settings, such as schools, rehabilitation facilities, community agencies, and forensic situations. They examine specific techniques for the diagnosis, assessment, and/or treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also investigate and discuss current and future trends, legal and ethical issues, and multicultural factors that complicate diagnosis and clinical assessment.

FPSY 6001 - Foundations for Graduate Study

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

FPSY 6101 - Introduction to Forensic Psychology♦

(5 cr.) Students in this course are provided with an expansive overview forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and

correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6115 - Understanding Forensic Psychology Research♦

(5 cr.) Forensic psychologists, and others in the field, often rely on psychological research for a variety of functions; for example, to extract empirical data about psychological tests or to determine the efficacy of different interrogation techniques. Through this course, students work toward becoming astute consumers of forensic psychology research, acquiring skills needed to understand and interpret data. Students assess the relevance of research as well as the significance of incorporating ethics into practice. They examine basic principles of statistics, such as reliability and validity. Students also learn how to critically read forensic psychology research and how best to apply research results to forensic situations in clinical, correctional, court, public policy, and police settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6125 - Assessment in Forensic Psychology Settings

(5 cr.) Professionals in forensic psychology use assessments to gather data from different sources to arrive at conclusions and make decisions involving cases or issues. In this course, students examine assessments in various areas, including violence risk potential, competency to stand trial, insanity, pathology, and child custody. They examine the varied assessment instruments and procedures used in forensic settings with adults and juveniles. They also assess factors impacting assessments and related challenges, such as ethical issues and multicultural considerations. Students are provided with a foundation in the knowledge of forensic assessment rather than specific skills in administering forensic assessment instruments and interpreting results. Students demonstrate their knowledge as they apply concepts presented in the course to assess a forensic situation case study.

FPSY 6135 - Criminal Behavior♦

(5 cr.) Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: ―Who is a criminal?" and ―Is criminal behavior a mental illness?" Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology♦

(5 cr.) A fundamental responsibility of forensic psychologists is to provide treatment, assessment, research, and training in an ethical manner. Through this course, students have the opportunity to acquire contemporary knowledge needed to apply ethical practice and professional responsibilities while working as forensic psychologists. Students explore the various roles and responsibilities of forensic psychologists. They examine the American Psychological Association‘s Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology-Law Society‘s Specialty Guidelines for Forensic Psychology. Students apply these guidelines as well as critical-thinking and scholarly-writing skills to describe the ethical dilemmas, professional challenges, and approaches to overcome these issues within a professional forensic psychology role of their choice.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6245 - Social Psychology♦

(5 cr.) In this course, students use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. Students will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. The application of what students learn in this course culminates in a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, their learning in this course will extend to their personal and professional life, and truly enable the student to effect positive social change as a scholar-practitioner committed to doing so.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6305 - Statistics I♦

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also

examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package. ***Note:*** To register for this course, please contact the Academic Advising Team.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6310 - Research Design♦

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects‘ protection. *(Prerequisite(s):* FPSY 6305.) ***Note:*** To register for this course, please contact the Academic Advising Team.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6311 - Quantitative Analysis♦

(5 cr.) There are five major traditions of qualitative research methodology commonly used in psychology practice: phenomenology, grounded theory, ethnography, biography, and case study. Through the context of each of these traditions, students in this course examine varying approaches to proposal planning, research design, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report. Students work toward gaining the knowledge and skills to design a qualitative research project that could serve as the foundation for thesis or dissertation work. *(Prerequisite(s):* FPSY 6305 and FPSY 6310.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6314 - Program Evaluation♦

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness,

and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions. *(Prerequisite(s):* FPSY 6305 and FPSY 6310.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6331 - Interviewing and Observational Strategies♦

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor‘s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. ***Note:*** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

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FPSY 6393 - M.S. in Psychology Capstone

(5 cr.) Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

FPSY 6511 - Treatment of Forensic Populations

(5 cr.) In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

FPSY 6512 - Juvenile Justice, Delinquency, and Development♦

(5 cr.) In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. As such, the course provides students with an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6520 - Psychology in the Courts♦

(5 cr.) Forensic psychology professionals play a vital role in the court system, providing consultation, expert testimony, and recommendations for treatment. In this course, students have the opportunity to acquire the knowledge and skills used by forensic psychology professionals working in the courts. Students examine major roles of psychology professionals, their responsibilities, and required proficiencies, such as oral and written communication skills. Through application-based exercises, students engage in practical exercises, such as in writing reports, planning evaluations, and preparing witnesses for testimony. Students also consider contemporary challenges, ethical and legal issues, and the impact of technology on courts in the United States.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6521 - Police Psychology♦

(5 cr.) Students in this course learn about the various roles and responsibilities of forensic psychology professionals working with and in police departments, the structures and organizations in which they work, and the skills needed to perform daily functions, such as counseling and supporting police. Students analyze and discuss common issues and challenges, including crisis situations, psychological risks of police work, and stress management. They also explore less common roles of psychology professionals working with police, such as training in hostage negotiations and the selection of special officers (SWAT, snipers, and tactical commanders). Engaging in assignments designed to provide application of content, students gain practical insight on a variety of topics, such as diversity issues and training, community impact, and forensic psychology operations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6530 - Forensic Applications in Community Settings♦

(5 cr.) Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons; decrease in healthcare availability; and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They engage in practical assignments and topical readings that focus on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6700 - Psychology and Social Change

(5 cr.) In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

FPSY 6720 - Abnormal Behavior♦

(5 cr.) Understanding the characteristics and causes of atypical thoughts and actions—commonly known in mental health professions as *abnormal behavior*—is essential in determining accurate diagnoses, answering forensic referral questions, and planning effective treatment programs. In this course, students examine the history and evolution of abnormal psychology and how practitioners use contemporary diagnostic criteria of abnormal behavior in various settings, such as schools, rehabilitation facilities, community agencies, and forensic situations. They examine specific techniques for the diagnosis, assessment, and/or treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also investigate and discuss current and future trends, legal and ethical issues, and multicultural factors that complicate diagnosis and clinical assessment.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6723 - Multicultural Counseling♦

(5 cr.) Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability. *(Prerequisite(s):* Counseling Residency I.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6728 - Substance Abuse Counseling♦

(5 cr.) The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

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FPSY 6740 - Disaster, Crisis, and Trauma♦

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6741 - Psychology of Terrorism♦

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

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FPSY 6742 - Conflict, Conflict Resolution, and Peace♦

(5 cr.) Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6743 - Psychopharmacology

(5 cr.) Psychologists working in psychopharmacotherapy are responsible for having in-depth knowledge of psychiatric disorders and psychotropic medications prescribed to treat these disorders. Students in this course are provided with an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Students explore the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. They also engage in discussions focused on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; and other psychological disorders as described in the DSM-IV-TR. Students practice scholarly-writing skills in APA style through a final research paper on a topic of interest related to psychopharmacology. *(Prerequisite(s):* PSYC 6225.)

FPSY 6785 - Prevention: Research and Practice♦

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6785 - Prevention: Research and Practice♦

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6810 - Community Psychology♦

(5 cr.) Through collaborative research and action, community psychologists work to enhance the well-being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and consider how these factors are likely to influence their work as community psychologists.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6912 - Mental Health Law♦

(5 cr.) Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

FPSY 6915 - Field Experience

(5 cr.) Students engage in a 12-week practical field experience at a site specific to students‘ degree program and their anticipated employment setting or service population. Students work a specified amount of time on site, interact with peers, and share their experiences and perspectives. Gaining hands-on, practical experience, they apply concepts and theories learned throughout the program to the responsibilities encountered in their field experience setting.

GEOG

GEOG 1001 - World Regional Geography♦

(5 cr.) This course is designed to introduce students to the geographic method of inquiry used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world. Topics include spatial and geographic perspective, as well as cultural, organizational, and environmental properties of geography. Upon completion, students will be able to identify the human and physical features that give uniqueness and diversity to world regional patterns on Earth‘s surface. *(Prerequisite(s):* COMM 1001.)

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HINF

HINF 6100 - Introduction to Health Informatics

(3 sem. cr.) This course is a broad historical, technological, and theoretical framework for the study of health informatics. Students consider the past, present, and future of this rapidly evolving discipline, and they explore the critical issues and challenges within the field as well as

potential applications, benefits, and opportunities for improving the management of healthcare through information technology. They explore a variety of related topics, including the development of virtual and interactive healthcare through technology; the interoperability, standardization, safety, and risks associated with the implementation of the electronic health record; the emergence and adoption of new information technologies; and a global perspective of trends and issues in the field. Students investigate the professional roles related to managing health information technology as well as organizations that promote health informatics. They conduct an in-depth investigation on a specific health informatics position to learn the responsibilities, essential skills sets, and professional and educational requirements of the job.

HINF 6115 - U.S. Health System♦

(3 sem. cr.) The structure and function of the U.S. healthcare delivery system consists of multiple components, including policies, programs, and organizations. Healthcare professionals must understand how these components integrate and affect the access, cost, quality, and safety of health services. In this course, students explore the components of the system, including patients, organizations, healthcare professionals, public and private third-party payers, regulators, reimbursement, and technology as well as the continuum of health services, such as hospital systems and services, including ambulatory care, long-term care, wellness and prevention, and community and public health. Engaging in written-application assignments, students gain a practical understanding of factors and challenges linked to the delivery and management of services, including the U.S. health policy-making process, quality and patient safety initiatives, expenditures and sources of funds, among others.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HINF 6130 - Information Systems Management

(3 sem. cr.) An effective healthcare information system is one that provides value by addressing the requirements of an organization and the needs of the individuals who will use the system. Such a system requires knowledgeable, ongoing management at each step within the complex process. Students in this course explore the technical aspects of information systems management, including key issues of systems design and development as well as system support and maintenance. Focusing on the systems development life cycle (SDLC) approach, students analyze and describe necessary steps in the cycle, such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Additionally, students learn terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.

HINF 6145 - Nature, Structure, and Representation of Health Information

(3 sem. cr.) Consistency in health data standards and appropriate identification and selection of these standards is important for many reasons, including supporting electronic data interchange and enhancing interoperability across information systems. Students in this course explore and discuss these concepts, including the structure of medical and health information through

effective knowledge representation as well as the practice of knowledge management and the incorporation of evidence-based best practices. Students examine the diverse vocabularies, terminology, ontology, acronyms, coding, and classification systems employed by information systems users and by those who design and maintain the systems. They also consider related topics, such as data communication, the development and advancement of eHealth technologies, and future federal initiatives to digitalize health data. Students sharpen their critical-thinking and written-communication skills through case scenarios to distinguish among standards, an explication of the most commonly used clinical classification systems, and a multi-stage scenario focused on improving patient health through standardized representations of health information.

HINF 6160 - Legal, Regulatory, and Ethical Issues♦

(3 sem. cr.) The nature of healthcare imposes a host of legal, regulatory, and ethical considerations for which providers and organizations must be aware. Students in this course are provided with an overview of these considerations. Students explore state, federal, and international privacy laws and regulations as well as the government agencies and regulatory bodies charged with creating and upholding these laws and regulations, devoting particular consideration to the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Applying course concepts, students complete application-based assignments through which they consider key topics, including privacy, confidentiality, licensing, liability, compliance, accreditation, and professional ethics. Students also examine the impact of information technology on patient safety and the potential opportunities and risks of electronic health record systems.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HINF 6175 - Quality Assessment and Improvement♦

(3 sem. cr.) Healthcare organizations increasingly are concerned about providing high quality and safe services. Students in this course are introduced to the basis for quality and patient safety and provided with an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HINF 6190 - Project Management♦

(3 sem. cr.) Through this course, students work toward gaining the knowledge and skills to implement a health information technology solution through the systems development life cycle (SDLC) using Project Management Institute-defined processes drawn from the Institute's Project Management Body of Knowledge (PMBOK) guide. Within the context of recognized PMBOK-project management standards, students learn to assess organizational need and readiness for a health information system, to engage in strategic and tactical planning for that technology, and to apply critical-path analysis. Students also explore preparation of the request for proposal (RFP) and evaluation of vendor responses as a part of an overall health information technology project management process. Through an integrative, collaborative project, students engage in a hypothetical health information technology project in which they develop a project schedule and charter, apply project management principles and concepts, work though project challenges, and reflect on lessons learned as part of their project closeout.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HINF 6205 - Research Methods and Quantitative Analysis♦

(3 sem. cr.) Healthcare professionals often rely on research to make informed decisions on critical issues affecting programs, policy, and practice. In this course, students examine the logic underlying scientific research; study design; sampling; identification of variables; methods of data collection and analysis; concepts in measurement, including reliability and validity; program evaluation; and research ethics. They explore numeric methods for data description; the Donabedian model of program evaluation; data modeling and research; data mining; and information system assessment. Through statistics software exercises, students learn basic research methods, strategies, and skills for presentation of research results; they also become familiar with statistical software used to support research. ***Note:*** There is a special technology requirement for this course for accessing required interactive tutorials. **PC:** Students using a PC platform must have a minimum of Windows 2000, Internet Explorer 6.0, and 1GB of RAM. **Mac:** Students using a Mac platform must have a minimum of an Intel® Mac with OS X version 10.4.11, 1GB of RAM, and Windows 2000. Mac users who do not already have Windows 2000 on their Macs must purchase one or two Mac add-ons from an outside vendor to access the interactive tutorials. For details on which adds-ons to purchase and how to purchase them at discount pricing, please contact a member of Walden's Student Support Team at 1-800-925-3368 or 1-612-925-3368, option 2.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HINF 6220 - Leadership, Organizational Behavior, and Change Management♦

(3 sem. cr.) The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HINF 6235 - Healthcare Information Technology Business and Finance♦

(3 sem. cr.) Through this course, students learn key business and financial aspects of developing health information technology solutions, and they analyze the technological impact on patient safety and healthcare liability. They explore functions of analyzing the cost benefit of health information technology, assessing the return on investment (ROI) of implementing an information technology system, engaging in vendor evaluation and negotiations, and facilitating the acquisition of health information technology systems with consideration of global opportunities. Students also engage in assignments designed to provide practical application of course concepts, including financial scenarios through which they perform monetary value calculations. Additionally, students explore human resources management issues; expand on their knowledge of project management, delving deeper into the request for proposal process; and reflect on information technology industry trends that will impact the future of healthcare delivery and access.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HINF 6950 - Practicum

(3 sem. cr.) The practicum provides an opportunity for students to apply and integrate the knowledge and skills acquired throughout the M.S. in Health Informatics program of study and further develop key professional competencies. Students engage in a supervised field experience, which they align to their academic and professional goals. Supervision by an on-site preceptor involved in the planning or conduct of a clinical research study is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students‘ performance throughout the entire practicum experience. Students are required to complete 120

hours of practicum work. They must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

HINF 6960 - Scholarly Project

(3 sem. cr.) Students in this course are provided with an opportunity to demonstrate mastery of the principles, concepts, and content addressed throughout the M.S. in Health Informatics program of study. Students choose from a selection of overarching themes and topical areas reflecting the breadth of subjects covered in the program. Guided by their faculty advisor, students identify a particular area of interest and produce a substantive written paper and presentation in an area of health informatics. Students also engage in group discussions through which they consider their career development plan, share information on their paper topic and process, and exchange feedback on project presentations.

HIST

HIST 2005 - World History 1900–1945♦

(5 cr.) Students in this course are introduced to the history of the modern world from 1900 to 1945. Students explore and discuss major historical events and global conflicts that shaped the development of the world from the Era of Imperialism through the end of World War II. Through assignments designed to provide practical application of course content, students compose short essays on such topics as the essential elements to make a nation thrive, such as political policies and alliances; the impact of culture and technology on society; and the strengths and weaknesses of monumental historical documents. Students in this course learn to use a historical perspective to evaluate global events and key changes that shaped the first half of the 20th century. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HIST 2006 - World History 1945–2000♦

(5 cr.) This course introduces students to the history of the contemporary world from 1945 to 2000. They explore and discuss major historical events that shaped the development of the world from post-World War II decolonization through the post-Cold War era. Students consider elements introduced in this era, such as scientific advancements, technological innovations, and political policies, and then they write about the elements that they believe are most important in influencing contemporary life. Students also learn to use a historical perspective to evaluate global events and key changes that shaped the second half of the 20th century. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH

HLTH 1000 - Concepts of Health Promotion♦

(5 cr.) Initiatives to prevent illness and promote healthy lifestyles are often more effective and cost efficient than efforts to intervene or treat disease, which is why health promotion is an increasingly popular trend in the field of healthcare. In this course, students formulate a definition of health and discuss the many influences that shape our individual and collective perceptions of health. Students consider the health-wellness continuum, including a number of factors, such as behavioral, demographic, psychological, and social forces. They also examine evidence-based methodologies for interventions to promote health and enhance wellness, and they evaluate health information found online to determine credibility and accuracy. Additionally, students reflect on ways to shape their future career in health and to promote positive change. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 1005 - Context of Healthcare Delivery♦

(5 cr.) Effective advocacy through politics, policy, and professional associations is one method of improving healthcare delivery in the United States; however, effective advocacy depends on individuals who fully understand current issues, systems, existing policies, and related contexts. In this course, students engage in a systems-level analysis of the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. They examine legislative, regulatory, and financial processes relevant to the organization and provision of healthcare services. Students also assess the impact of these processes on quality and safety in the practice environment and disparities in the healthcare system. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦

(5 cr.) Many factors influence the health behavior and wellness of individuals and populations. Understanding these factors helps healthcare professionals reduce health disparities and address healthcare access issues for vulnerable populations. Students in this course examine the cultural and behavioral factors and issues that influence the management and delivery of healthcare services. Students develop a framework for assessing the effect of culture and behavior in a variety of settings and situations. They identify health disparities attributable to diverse cultural and behavioral factors and discuss their implications for healthcare policy. Students also engage in application-based writing assignments to further examine the goals and objectives of addressing health disparities as well as obstacles for confronting vulnerable populations. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 2115 - Aging Across the Lifespan♦

(5 cr.) This course provides students with an overview of the effects of aging on health and development across the entire human lifespan. Students examine the physical, social, emotional, and cognitive milestones in childhood, adolescence, adulthood, and old age, with a particular emphasis on the significant changes that occur toward the end of life. Students engage in weekly discussions on various scenarios related to socioemotional development as well as on topics such as attitudes on aging, environmental risk factors, and cognitive development. Demonstrating knowledge and synthesizing course concepts, students critically analyze a specific socioemotional issue and explain how it manifests in the various developmental stages. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 2120 - Health Informatics♦

(5 cr.) Health professionals often use information technology to make important clinical and managerial decisions related to services and processes in healthcare. Students in this course examine information technology that supports the collection, storage, retrieval, and communication of data; information systems safeguards; ethical and legal issues; and information management to promote patient safety and quality of care. They also explore information literacy, basic hardware and software concepts, and fundamental software applications, including spreadsheets and healthcare databases. Applying course concepts, students plan for the development of a database, explain their chosen database design, and describe potential challenges in implementing their system. Students also have the opportunity to review and analyze current events about health topics addressed in the course. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 3100 - Ethical and Legal Issues in Healthcare♦

(5 cr.) The nature of health services, such as personal evaluations, clinical research, invasive surgeries, and end of life care, facilitates a host of ethical and legal considerations of which professionals must be aware. In this course, students examine the legal and ethical issues that are fundamental to the practice of healthcare and the conduct of health-related research. They explore a historical overview of events and milestones that have shaped the contemporary regulatory landscape. They also investigate and assess issues of privacy and confidentiality, informed consent, licensing, and malpractice, among others. Additionally, students consider ethical, decision-making models for assuring the quality, safety, and appropriateness of

healthcare and services. They also apply ethical principles and legal considerations to real-world scenarios. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 3105 - Interdisciplinary Perspectives in Healthcare♦

(5 cr.) This course introduces students to a patient-centered interdisciplinary model for healthcare delivery in which individual practitioners collaborate as members of a team. The benefits of such an approach for patients and providers with emphasis on improved outcomes will be examined. Potential obstacles and institutional barriers such as delineation of responsibilities, reimbursement, and licensing are also considered. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 3110 - Current Issues in Healthcare Policy and Practice♦

(5 cr.) This course will examine major issues in acute and long-term healthcare policy and practice from the perspective of the patient and the provider. Topics include access, affordability, insurance, quality, safety, and technology. Special consideration will be given to the social, institutional, economic, and regulatory contexts in which services are delivered. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 3115 - Public and Global Health♦

(5 cr.) The course is designed to provide an overview of public and global health issues that transcend national borders, class, race, ethnicity, and culture. The role of the healthcare provider in preserving and promoting health among diverse populations is discussed. Students will consider global health and their role in health promotion, protection, and maintenance, and in illness prevention of targeted populations. Principles of epidemiology and the influencing sociopolitical factors that impact health and well-being are explored. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4000 - Introduction to Healthcare Management♦

(5 cr.) This course presents management concepts and theories designed to influence and improve the performance of healthcare organizations. The external and internal environments of

organizations are identified, as well as key management functions, roles, and responsibilities. Essential aspects of healthcare management are addressed. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4050 - Introduction to Disaster and Emergency Management♦

(5 cr.) The United States needs more professionals to become skilled in building disaster resilient communities to effectively respond to natural and human-caused catastrophes including acts of terrorism. This course provides an introduction to the historical development and evolution of disaster and emergency management. It addresses the roles and responsibilities of local, regional, and national agencies, as well as interagency coordination and collaboration. Students examine the planning, preparedness, response, and recovery phases of disaster and emergency management. They also discuss the public health system‘s role in critical events such as outbreaks of infectious disease, natural disasters, industrial emergencies, and terrorist and bioterrorist attacks. *Prerequisite(s):* COMM 1001).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4100 - Healthcare Organization Theory and Behavior♦

(5 cr.) This course focuses on the theories of behavior of healthcare organizations at the macro (organization-wide) level and micro (individual and team performance) level. Factors that influence an organization‘s behavior, as well as performance, including the role of culture, group processes, and interactions are considered. *(Prerequisite(s):* COMM 1001 and HLTH 4000.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4105 - Healthcare Finance and Economics♦

(5 cr.) This course provides the foundations for economic evaluation and financial management in delivery of healthcare services, including principles of supply and demand. The purpose and methods of financial reporting, such as financial statements and balance sheets, are explained. Financial risk and insurance principles and mechanisms for healthcare reimbursement, including Medicare, Medicaid, and other payor programs are presented. The course also explores the financial, political, and economic aspects of universal healthcare. *(Prerequisite(s):* COMM 1001, HLTH 4000, and ACCT 1003 or MATH 1030.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4110 - Healthcare Quality and Safety♦

(5 cr.) This course focuses on major quality and safety issues within healthcare organizations. Methods of assessing quality and techniques for improving quality are considered, as well as opportunities for preventing adverse and never events with attention given to the 5 Million Lives Campaign. Current requirements for reporting indicators of quality and pay-for-performance initiatives to reward quality are addressed. *(Prerequisite(s):* COMM 1001 and HLTH 4000.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4115 - Strategic Planning and Marketing in Healthcare♦

(5 cr.) This course presents key concepts related to strategic planning, including the relationship of the plan to the organization‘s mission, values, and vision. Students will be introduced to assessment techniques and methodologies for evaluating the strengths, weaknesses, opportunities, and threats (SWOT analysis) for a healthcare organization. The relationship between strategic planning, marketing, and organizational performance will be considered. *(Prerequisite(s):* COMM 1001 and HLTH 4000.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4120 - Managing the Healthcare Workforce♦

(5 cr.) Healthcare organizations are able to provide quality care to patients only when their workforce is productive, satisfied, organized, and well-trained. Organizations rely on the human resource (HR) department to provide employees with support, while focusing on the needs and goals of the organization. Students in this course explore and discuss the role of HR in healthcare organizations as related to the recruitment, retention, and management of the healthcare workforce. They examine workforce development models, employee benefits, and compensation strategies. Students also explore methods used by HR professionals to develop goals and expectations for evaluating employee performance and promoting effective employee relations, and they investigate HR problem-solving strategies, such as conflict resolution, collective bargaining, and arbitration methods. Through application-based activities, students analyze effective development of position descriptions; assess practices of hiring based on organizational fit; gain real-world insight on strategies of successful organizations; and develop plans for attaining long-term professional goals. *Prerequisite(s):* COMM 1001 and HLTH 4000.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4200 - Principles of Epidemiology

(5 cr.) This course focuses on the principles governing the study and practice of epidemiology. Consideration is given to the various methods available to health professionals for selecting and

measuring factors of interest, describing their distribution, detecting associations, and identifying populations at risk. The features, advantages, and limitations of common epidemiologic research designs are addressed. *(Prerequisite(s):* COMM 1001 and MATH 1002/1030 or STAT 3001.) ***Note:*** Students who wish to pursue graduate school should consider taking STAT 3001 in addition to MATH 1002.

HLTH 4205 - Introduction to Research Methods and Analysis

(5 cr.) This course examines the basic components required for the conduct of health-related research and provides students with the analytic tools needed to understand and assess research methods described in the scientific literature. Basic research methods are described, including surveys, observational studies, experimental and quasi-experimental design, use of primary and secondary data, and statistical techniques for analyzing and interpreting data. *(Prerequisite(s):* COMM 1001.)

HLTH 4300 - Personal Health and Wellness♦

(5 cr.) This course is an introduction for students to the essential factors that promote or challenge the development of personal health and healthy lifestyles, including nutrition, physical fitness, stress management, mental and emotional health, sexuality and relationships, violence and injury, and substance abuse. Students examine how cultural and socioeconomic factors influence people‘s perception of their health as well as their health behavior. Students review tools for assessing health and risk and have the opportunity to assess their own health and behavior using a health risk appraisal.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4320 - Nutrition Across the Lifespan♦

(5 cr.) Human nutritional requirements change over the course of the lifespan. This course examines the fundamentals of nutrition and the variation of nutritional needs at different life stages, including pregnancy, lactation, infancy, childhood, adolescence, adulthood, and old age. Students discuss issues such as obesity and eating disorders as well as the link between diet and disease. Students conduct a personal dietary assessment and analyze the relationship between food choices and health status in their own lives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦

(5 cr.) Physical fitness is an important component of overall health and quality of life. In this course, students focus on the fundamental concepts and principles of physical fitness, including flexibility, cardiovascular health, muscular strength, muscular endurance, and body composition as well as the physiological and psychological processes through which exercise influences

health. Students create a personalized fitness program and explore the health advantages of a physically active lifestyle, including the mental, social, and psychological benefits. They also examine the harmful effects of a sedentary lifestyle, particularly with regard to the risk of chronic disease.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4360 - Stress Management and Wellness♦

(5 cr.) This course presents a holistic approach to stress management. It addresses the emotional and physical dimensions of stress as well as their scientific foundations and physiological pathways. Students explore the mind-body connection, and they study fundamental principles, theories, and relaxation techniques—including cognitive and physical behavior change interventions—that can help people effectively manage personal stress. Students also discuss related topics such as anger management, conflict resolution, anxiety, and time management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4380 - Strategies for Health Communication and Wellness♦

(5 cr.) The principles and theories of health communication and their application to health promotion and behavior change are the foci of this course. Students examine how to design and deliver health messages to various audiences while remaining sensitive to cultural, socioeconomic, and educational factors influencing the audience. Students evaluate important dimensions of intercultural and intracultural communication and study how to make scholarly writing accessible to the general population. They also explore the use of emerging technologies and social media in marketing and communications.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4900 - Capstone

(5 cr.) The capstone provides an opportunity for students to synthesize the knowledge and skills gained from the program of study through a written paper or project. *(Prerequisite(s):* All prior health core and concentration courses completed. This course must be taken in the student‘s final quarter.)

HLTH 8001 - Foundations of Graduate Study

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess

the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

HLTH 8008 - Foundations for Doctoral Study

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement. ***Note:*** Students in the KAM- and mixed-model formats are required to take this course immediately upon enrollment and must successfully complete it before proceeding with KAMs or coursework.

HLTH 8015 - Administration and Leadership of Public Health Programs

(5 cr.) Strong, knowledgeable leaders and administrators are important forces behind the policies and programs designed to improve population health. In this course, students examine the administration of population-based health programs and the leadership skills needed to work effectively with diverse workforces and communities under varying political and economic conditions. They explore and discuss a variety of topics, including organizational dynamics, team building, mediation, collaboration, systems thinking and planning, working within political structures, responding to political and economic forces, communicating about public health issues, budgeting, funding proposal development, and grants management. Students engage in an in-depth analysis of leadership, including a self-assessment to determine and reflect on their leadership development, and they apply course concepts and theories to case studies of real-world public health programs and related challenges. They also to develop a program evaluation research proposal to further assess the characteristics of effective programs.

HLTH 8050 - Population Health and Issues in Disease Prevention♦

(5 cr.) An in-depth review of how population-based strategies are used in the prevention of disease and disability is provided to students in this course. Students explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health apply to public and community health efforts.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 8111 - Leadership and Organizational Change

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

HLTH 8112 - Governance and Public Policy

(5 cr.) Democratic principles are the foundation of modern life. The course provides students with an overview of democratic governance in public administration, public policy, or nonprofit or nongovernmental organizations in modern society. Students examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students examine the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making. Students also review fundamental theories of governance, research current literature on a specialized topic, and apply best practices as they relate concepts to complete practical application assignments and a final case scenario project.

HLTH 8120 - Current Research in Social Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8123 - Current Research in Social Change: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8125 - Current Research in Social Change: Health Promotion and Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders♦

(5 cr.) An overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research, is provided to students in this course. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 8130 - Professional Practice and Social Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8133 - Professional Practice and Social Change: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8135 - Professional Practice and Social Change: Health Promotion and Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice

(5 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

HLTH 8175 - Health Policy and Management

(5 cr.) Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

HLTH 8200 - Organizing Community Action for Health Promotion and Education

(5 cr.) There are many task forces, coalitions, and consortiums in place to promote health and prevent disease. But groups such as these require individuals who know how to effectively organize and lead community-based efforts. Students in this course explore the skills and methods leaders use to organize communities, interagency collaborative efforts, and work sites for collective action regarding health promotion and education. Students analyze risk factors at the community, work-site, local, state, national, and international levels. Using qualitative and quantitative methods, students assess the needs and capacities of communities for health-related initiatives. They also synthesize course content to evaluate an existing collaborative community organization strategy and propose new methods and processes for team building in community health programs. *(Prerequisite(s):* Foundational and core curricula.)

HLTH 8210 - Public Campaigns for Health Promotion and Education

(5 cr.) Healthcare professionals often use communications media and marketing strategies to promote health, reduce risk factors, and influence community leadership to support healthful conditions. In this course, students explore the persuasive use of these strategies in health promotion and education. They examine a variety of topics, including the design of mass media

campaigns; target markets; and working with and responding to media, including broadcast, print, the Internet, and other electronic communication media. Applying course concepts as well as analysis and creative skills, students develop and present a media campaign designed to deliver a specific message about a health problem to a select population. Through this project, students gain practical experience critiquing literature, framing health messages, using media to promote a program or message, conducing formative research, applying theories and models, and developing plans. *(Prerequisite(s):* Foundational and core curricula.)

HLTH 8215 - Public Health Policy Design and Implementation

(5 cr.) In this course, students examine the application of scientific data in the formulation of policy recommendations as well as the process and function of drafting legislation and ordinances to promote equitable distribution of health resources, healthy living conditions, and other activities to reduce health risk. Students identify and describe various existing initiatives that promote public health policy formulation. They also learn leadership strategies for effective lobbying of decision makers and community leaders. Through an integrative project, students engage in a critical review of a selected program through which they critique professional journal articles, develop their analysis, and engage in review of peer work. *(Prerequisite(s):* Foundational and core curricula.)

HLTH 8219 - Health Promotion and Educational Interventions in Diverse Populations

(5 cr.) Through this course, students explore the planning and organization of health promotion programs for underserved, economically disadvantaged, and underrepresented populations. Students learn to design health promotion programs that consider the social, economic, and medical conditions influencing the health status of diverse populations. Throughout the course, students develop a health promotion project for a specific population, based on the intervention mapping process. Through this project, students analyze and integrate principles of social change and empowerment, summarize research that supports the decision-making process, and critique institutional and social systems. Students also have the opportunity to assess and discuss the future of health promotion, considering projections of needs over the next two decades. *(Prerequisite(s):* Foundational and core curricula.)

HLTH 8220 - Current Research in Human Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8223 - Current Research in Human Development: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8225 - Current Research in Human Development: Health Promotion and Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8230 - Professional Practice and Human Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8233 - Professional Practice and Human Development: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8235 - Professional Practice and Human Development: Health Promotion and Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8320 - Current Research in Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8323 - Current Research in Organizational and Social Systems: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8325 - Current Research in Organizational and Social Systems: Health Promotion and Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8330 - Professional Practice and Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8333 - Professional Practice and Organizational and Social Systems: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of

KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8335 - Professional Practice and Organizational and Social Systems: Health Promotion and Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8381 - Public Policy and Evaluation

(5 cr.) There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

HLTH 8382 - Public Policy and Finance

(5 cr.) Public policy makers often rely on microeconomic and macroeconomic models to formulate new policies and reevaluate existing polices. In this course, students examine the use of such models in the public policy setting and assess how public finance influences policy choices as well as implementation alternatives. Through weekly, analytical writing assignments and peer discussions, students explore tax policies and tax incentive models; budgeting, public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare; food stamps, workers‘ compensation, social security, and outsourcing of public programs. Synthesizing course content and applying critical-thinking skills, students assess a local government jurisdiction, examine the decisions of policy makers, and recommend improvements based on economic models.

HLTH 8392 - The Language of Leadership

(5 cr.) In today‘s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects,

students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

HLTH 8400 - Public Health Leadership and Systems Thinking♦

(5 cr.) In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 8410 - U.S. Healthcare Delivery System

(5 cr.) Healthcare delivery is one of the largest industries in the United States. Students are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

HLTH 8415 - Organizational Development and Leadership

(5 cr.) The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

HLTH 8420 - Health Economics

(5 cr.) Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students in this course examine the application of economic principles to managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Through discussions and application-based assignments, students build on their knowledge of economic principles as they examine the population‘s demand for healthcare; the supply of organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and use of services; roles of uncertainty and information asymmetry; strategies for consumer cost sharing; and challenges that healthcare organizations face in pricing, producing, allocating, and distributing health services. Students also devote special attention to understanding how health services differ in a variety of competitive markets.

HLTH 8425 - Health Policy

(5 cr.) The health of individuals as well as access to and delivery of health services in the United States depend on policy makers who make authoritative decisions based on legal standards, carried out at the federal, state, and local levels. Students in this course examine the process for developing and implementing policy at the various levels of the legal system, key stakeholders and interest groups involved in the health policy process, and how U.S. health policy changes over time. They also explore and discuss key health policy initiatives that address health issues in the United States, including Medicare and Medicaid; access to care and the uninsured; disease-specific efforts, such as HIV/AIDS and organ transplantation programs; emerging and re-emerging infectious diseases; terrorism and emergency preparedness; and funding issues associated with health policy. Applying course concepts, students complete practical assignments focused on various topical issues, such as stakeholder influence on the policy-making process, access to insurance and care, and pay-for-performance policies, among others.

HLTH 8430 - Healthcare Financial Management

(5 cr.) This course is an introduction to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. Students gain an understanding of the important role of finance in healthcare organizations, and they learn various techniques to develop, manage, and control finances. Using an applied approach, students also learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Additionally, students develop portions of a business/financial plan using these techniques and analyze the viability of their business/financial plan using accepted financial management tools.

HLTH 8431 - Finance and Budgeting for the Public Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 8435 - Health Law and Ethics

(5 cr.) Students in this course are provided with an overview of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that healthcare organizations follow in the delivery of services. Students explore and discuss a variety of topics, including key federal and state laws; regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives; organizational liability; conflict of interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues, among others. Using case studies and hypothetical situations, students assess management roles and key ethical principles and challenges underpinning healthcare organizations.

HLTH 8440 - Application of Public Health and Behavior Change Theories♦

(5 cr.) Students in this course are presented with a comprehensive look at public health and behavior change theories that apply to community health education. Students review and assess predominant social and behavioral principles at the individual, interpersonal, and community levels. They discuss examples of how others have harnessed social marketing and communication technology to effect positive health behavior change in individuals and communities. Students learn to apply theories to public health research and practice.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 8450 - Community Health Assessment♦

(5 cr.) Community health assessment and its application to program planning are covered in this course. Students learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Topics include measuring selected determinants of

community health status and health services use, classifying community assets, identifying data sources, and applying certain methods to maximize community participation. Students synthesize the results of a community health assessment to create a community diagnosis that serves as the basis for program planning and research design.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 8451 - Public Policy Analysis♦

(5 cr.) Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and constraint on policy development. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policy makers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it though a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 8460 - Health Education and Community Advocacy

(5 cr.) This course studies the health education policies and interventions of social and behavioral change theories. Course assignments focus on the development of theory-based strategies and emphasize control, participation, efficacy, and empowerment. Topics include partnership models, including media advocacy and marketing strategies.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.) In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning, with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

HLTH 8475 - Advanced Program Planning Implementation and Evaluation♦

(5 cr.) Competency in program design, implementation, and evaluation are promoted in this course. Students are provided with an overview of public health program planning and development, as well as needs and assets assessment. The focus of the course is on the methods required to implement programs and evaluate their efficacy. Students discuss the administration

and coordination of public health program interventions and activities, and they explore the variety of methods used to facilitate public health research.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 8510 - Health Services in the Contemporary Context

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8513 - Health Services in the Contemporary Context: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8520 - Current Concepts and Methods in Health Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8523 - Current Concepts and Methods in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8530 - Integrative Professional Practice in Health Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8533 - Integrative Professional Practice in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8550 - Writing a Quality Prospectus

(5 cr.) The focus of this course is on the process of writing the doctoral dissertation premise and prospectus. The premise will guide students through their committee selection process. The prospectus will guide students through the stages of writing a dissertation—conducting a literature review, developing a problem statement and research questions, and evaluating research designs, methods, and types of analysis. The premise and prospectus that students write for this course will be for a possible dissertation topic. This exercise is the cornerstone of this course and will prepare students for working with their chosen dissertation topic.

HLTH 8610 - Health Services Delivery and Ethical Implications

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8613 - Health Services Delivery and Ethical Implications: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8620 - Health Services Delivery and Ethical Decision-Making

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8623 - Health Services Delivery and Ethical Decision-Making: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8630 - Ethical Theories Applied in Health Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8633 - Ethical Theories Applied in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8710 - Theories of Case Study Research and Applied Change in Health Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8713 - Theories of Case Study Research and Applied Change in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8720 - Relating Change Theories to Practice in Health Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8723 - Relating Change Theories to Practice in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8730 - A Case Study of Applied Change in Health Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8733 - A Case Study of Applied Change in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 9000 - Dissertation

(30 cr.) This course sequence offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HLTH 9000, they are registered each term until successful completion of the dissertation. *(Prerequisite(s):* RSCH 8100X, 8200X, and 8300X. For the General Program and for the Health Management and Policy specialization, students must first also complete the core KAMs, RSCH 8100X, and RSCH 8200X, and appoint their dissertation supervisory committee. For the Community Health Promotion and Education specialization, students must first also complete two KAMs, RSCH 8100X, RSCH 8200X, and the public health behavioral science foundation courses.)

HLTH 9001 - Health Services Dissertation

(20 cr. minimum—5 cr. per term for minimum 4 terms) In this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration within an interest area through the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. They must also participate in an accompanying online course and complete a prospectus, proposal, Institutional Review Board application, and final dissertation paper and presentation. Once students register for HLTH 9001, they are registered each term until successful completion of the dissertation. *(Prerequisite(s):* Foundational and core curricula; appointment of an approved dissertation committee chair.)

HMNT

HMNT 3001 - Modern Popular Culture♦

(5 cr.) The study of popular culture is way to understand the current values, beliefs, and cultural norms of modern society. In this course, students analyze the artistic and philosophical impact of contemporary media and popular culture. They explore graphic novels, film, advertising, television, cyber culture, and popular music. Demonstrating their understanding of course concepts in a final written project, students compare and contrast how different genres within a media type address specific issues. Students learn to analyze the ways in which social, political, and economic issues are evident in artistic and creative forms of expression in popular culture. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HRMG

HRMG 3001 - Human Resource Management♦

(5 cr.) Students in this course are provided with a comprehensive overview of human resource management. They discuss the role of human resources managers as strategic partners who focus on the mission and goals of an organization. Students examine traditional topics, such as job analysis and design, recruitment, selection, performance appraisal, training, staffing, career management, compensation, benefits, health and safety, and employee relations. They also evaluate technology-based resources that aid contemporary HR processes and responsibilities. Through case studies and practical exercises, students work toward gaining the skills that enable them to develop important employment policies and procedures, such as those addressing ethical and equal opportunity issues in regard to legal and environmental regulations. *Prerequisite(s):* BUSI 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HRMG 4201 - Strategic Human Resource Management♦

(5 cr.) Despite common misperceptions, human resource (HR) managers are tasked with more than hiring, firing, and managing employee benefits. In this course, students learn why it important for a company to adjust to the varying needs of both domestic and international clients as well as how HR management helps to ensure this happens through various activities, including sourcing in a global environment. Students examine how HR management functions and activities can be the key to long-term business success, strategically aligning corporate goals with those of stakeholders and all major areas of a business, including marketing, finance, technology, and operations. They compare and contrast HR management strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards. Students also evaluate the impact such strategies have on employee motivation and retention. *Prerequisite(s):* HRMG 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HRMG 4202 - Human Resource Development and Change♦

(5 cr.) Growth and innovation are important aspects of all organizations. To achieve this, companies must provide an environment conducive to diversity and change. They must also provide the opportunity for employees to learn the goals and mission of the organization. In this course, students learn how to promote and maintain such an environment through the process of human resources development and organizational change, including training and development, leadership development, and performance improvement. Students engage in discussions, reflections, and group case studies, which focus on a variety of topics, such as learning principles, interventions, employee orientation and socialization, performance management and coaching, and diversity. *Prerequisite(s):* HRMG 4201.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HRMG 4203 - Human Resource Management: Analysis and Problems♦

(5 cr.) Human resource (HR) managers possess a dual role with the responsibility of ensuring wellbeing of employees while maintaining the goals of company. To fulfill this role, HR managers must have a thorough understanding of the federal laws and regulations governing the workplace as well as compliance guidelines regarding employee regulations. In this course, students examine and discuss the role of federal regulations, including equal opportunity, sexual harassment, discrimination, and other employee-related regulations. They also explore the role of human resource management in regard to performance appraisal systems, compensation, and labor-management issues. *Prerequisite(s):* HRMG 4202.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HUMN

HUMN 4001 - Case Management for Persons in Need♦

(5 cr.) This course is designed to provide students with practical skills for organizing and brokering community resources for human service clients. This will include emphasis on needs assessment for different client communities, developing plans for comprehensive care services, and utilizing formal and informal networks to maximize client access to services. Emphasis will be placed on interagency coordination as well as human service community resource building to achieve success in service delivery.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HUMN 4002 - Effective Interviewing for the Human Services♦

(5 cr.) This course is designed to provide students with basic skills for directly interfacing with a diverse community of clients. This will include emphasis on active listening, paraphrasing and summarizing, and respecting clients‘ cultural backgrounds in all aspects of information gathering. Emphasis will be placed on understanding the roles of different types of interviews, and the differing functions of open or closed questions for addressing distinct problems in living and areas of need that clients present.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HUMN 4003 - Measuring Effectiveness of Human Services Delivery♦

(5 cr.) Human service professionals engage clients with a variety of needs. How can students be certain, though, that their services are effective in preventing recidivism in a population of drug-addicted persons, or that they have provided the necessary life skills training for a homeless person to transition into the workplace? This course is designed to provide skills for community needs assessment, program development, design, implementation, and evaluation across a variety of human services domains. Specific focus will be given to planning quality measures that demonstrate a program‘s effectiveness to all key stakeholders.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HUMN 4920 - Capstone♦

(5 cr.) This class synthesizes information and experiences gathered over the course of the Bachelor of Science in Human Services program. Students will identify a human service gap in their local area and develop a detailed proposal for addressing the needs of the client population who are affected. This will include a background literature review, description of the problem area and the history of the community‘s response, and a detailed plan for addressing the gap with attention given to multicultural considerations. In accordance with Walden University‘s mission, students will be expected to clearly demonstrate the social change implications of the plan that they develop.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HUMN 6000 - Foundation of Graduate Study in Human Services

(1 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and as a social change agent. Topics include the relation of the mission and vision to professional goals; development of the program of study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and the promotion of academic excellence.

HUMN 6050 - Population Health and Issues in Disease Prevention

(5 cr.) An in-depth review of how population-based strategies are used in the prevention of disease and disability is provided for students. They explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students

consider how research in disease prevention, health determinants, and population health applies to public and community health efforts.

HUMN 6111 - Leadership and Organizational Change

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. Students examine theories and models of leadership and organizational change, as well as consider the relationship between leadership and organizational change. They explore qualities, characteristics, and skills of effective leaders, ethical issues and standards, opportunities and challenges related to leading diverse organizations through change, and the contribution of leadership and organizational change to social change.

HUMN 6130 - Communications, Marketing, and Public Relations for Public Health Leaders

(5 cr.) In this course, students are provided with an overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

HUMN 6145 - Crisis Management

(5 cr.) In this course, counselor educators learn the fundamentals of crisis management and crisis leadership. In addition, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Students develop a crisis management plan for their own community.

HUMN 6150 - History and Development of Human Services

(5 cr.) This course is designed to provide a doctoral-level foundation in the history and development of the various human services professions. It integrates information from various specializations, in areas such as counseling, social work, psychology, family studies, and criminal justice. Examining both the strengths and weaknesses of the human services delivery systems, students will review the origins of the profession as well as its various responses to the changing needs of society. Students can begin to develop their identities as leaders, researchers, and best practices informants in the area of human services. They do this through critical literature reviews related to research, policy, and practice; discussions about human services and contemporary society; and course assignments. The focus of this course is on the competencies and ethics of human services professionals.

HUMN 6151 - Human Services Theory, Research, and Practice

(5 cr.) Understanding how theory, research, and practice are connected is a vital skill for the human services scholar-practitioner. In this course, students critically review traditional and contemporary theories in human services and how they inform practice. In addition, students examine the strengths and weaknesses of the existing body of research in serving a dynamic society, placing special emphasis on cultural bias and traditional theory. Throughout the course, students review how theories and research studies apply to communities, individuals, problems, and policies. The culmination of the course is the development of a conceptual framework to address a critical issue in human services practice.

HUMN 6152 - Human Services Administration

(5 cr.) Diminishing resources are compounding the societal challenges facing human services agencies today. In this course, students will examine the core competencies that human services administrators need to address these challenges and make a greater difference in the communities they serve. A broad range of skills and innovative approaches will be discussed, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course discussions, applications, and critical literature reviews, students can demonstrate knowledge and skills that are directly translatable to their current work environment.

HUMN 6326 - Research and Program Evaluation

(5 cr.) The purpose of this course is to introduce students to evaluation research and to provide them with a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each research design approach would be the most appropriate. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Other topics include the history and theory underlying program evaluation, approaches to evaluation, the procedures and techniques for entering a group for which one would provide evaluation services, and techniques used to perform the evaluation. Strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstrating program effectiveness, and disseminating results to stakeholders are also presented. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects‘ protection.

HUMN 6336 - Crisis, Trauma, and Disaster Response

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore topics including crisis assessment, counselor competencies, vicarious trauma and counter transference, specific related diagnoses, and advocacy. Students consider cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response

HUMN 6350 - Historical and Contemporary Issues in Criminal Justice

(5 cr.) Students investigate the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Current and future leaders are equipped with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

HUMN 6356 - Marriage, Couple, and Family Therapy

(5 cr.) Students in this course are provided with a foundation in the theoretical perspectives and empirical framework necessary for marriage, couple, and family therapy. The theoretical perspective includes general systems theory and its applications, as well as psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Students learn to conceptualize presenting issues within a systemic perspective and context. Empirically based techniques for assessment and intervention of marriages, couples, and families are reviewed and analyzed.

HUMN 6361 - Human Sexuality

(5 cr.) In this course, students are provided with a framework for understanding human sexuality in the context of couple, marriage, and family counseling. This course explores empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. Students are exposed to a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students will explore specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are tackled.

HUMN 6390 - Strategic Context of Public Management and Leadership

(5 cr.) Public policy implementation can take place in either a public organization, a private one, a nonprofit one, or a combined or networked one. Students in this course are engaged in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. They are

introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose it is to implement public policy.

HUMN 6392 - The Language of Leadership

(5 cr.) In today‘s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. Students are provided with both theoretical and practical information demonstrating the necessary components for making such connections and shown why stories, symbols, and metaphors are an essential element in the language of leadership.

HUMN 6400 - Public Health Leadership and Systems Thinking

(5 cr.) This focus of this course is on leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. Students examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

HUMN 6405 - Ethics and Social Justice

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. Students in this course explore ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that affect the delivery of human services in a global community.

HUMN 6451 - Public Policy Analysis

(5 cr.) Public administrators today work in a hypercharged, partisan environment with unprecedented access to public policy data. This challenging environment affords public administrators both extraordinary opportunities and severe constraints. In this course, students examine, in detail, the key stakeholders and actors in the public policy process with particular attention devoted to understanding the functions, impacts, and constraints of these stakeholders upon policy development and the policy-making process. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. Students are provided with an introduction to the theories and strategies used by policy-makers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. Students explore the impact and consequences of public policy and consider and evaluate policy in a social justice framework. Students craft a policy memorandum to a decision maker of their choosing regarding a current public policy problem that examines and evaluates competing policy alternatives.

HUMN 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning in order to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning with an appreciation for collaboration, cooperation, and coordination as they relate to the strategic planning process. Students will apply these concepts to real-life situations and organizations and develop a strategic plan.

HUMN 6511 - Treatment of Forensic Populations

(5 cr.) In this course, students are provided with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations, such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel, will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

HUMN 6530 - Forensic Applications in Community Settings

(5 cr.) This course is directed at the application of forensic psychology to various community settings. An emphasis is placed on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. However, this course will also explore less-common applications such as restorative justice and community crime prevention.

HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professionals

(5 cr.) This course is designed to enhance students‘ understanding of the responsibility of human service professionals to foster social change; provide leadership and service to the human services professions; and advocate for their community, clients, colleagues, and professions. Students use research to examine the current trends and issues of the profession and identify how community, national, and international issues affect human services professions. Students also gain an understanding of the processes of advocacy and social change. Students continue to enhance their professional development plans by identifying specific goals for professional involvement and service.

HUMN 6701 - Culture and Psychology

(5 cr.) Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, the focus of this course is on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout this course.

HUMN 6741 - Psychology of Terrorism

(5 cr.) Students in this course examine the history, philosophy, and techniques of terrorism as well as countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on terrorism‘s roots, viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomenon—including poverty, psychology (e.g., motivational factors, antisocial behaviors), social injustice, oppression, and religion; and the impact of media and technology in aiding and countering terroristic activities.

HUMN 6810 - Fundamentals of Law and Public Policy

(5 cr.) Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between law and public policy and the significance of court decisions on law and public policy. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rulemaking; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students apply fundamental legal concepts and processes to the creation and execution of law and public policy.

HUMN 6811 - Community Psychology

(5 cr.) In this course, students are introduced to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

HUMN 8000 - Foundations of Graduate Study in Human Services

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

HUMN 8008 - Foundations for Doctoral Study

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement.

Note: Students are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework

HUMN 8010 - Promoting Population Health

(5 cr.) Population health is an evolving field with the end goal to prevent and control threatening public health issues. In this course, students explore the social foundations for public health and work toward developing the leadership and research skills needed to effectively organize and conduct population-based disease prevention and health promotion programs. Students engage in formative assignments and discussions on social history of public health; determinants and risk factors for population health; policy analysis and advocacy; coalition building, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens. Though a final project, students gain a firm understanding of how to evaluate outcomes of population-based policies and health programs.

HUMN 8050 - Population Health and Issues in Disease Prevention

(5 cr.) This course provides an in-depth review of how population-based strategies are used in the prevention of disease and disability. Students explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health applies to public and community health efforts.

HUMN 8110 - Advanced Social Work Theory and Practice

(5 cr.) Population health is an evolving field with the end goal to prevent and control threatening public health issues. In this course, students explore the social foundations for public health and work toward developing the leadership and research skills needed to effectively organize and conduct population-based disease prevention and health promotion programs. Students engage in formative assignments and discussions on social history of public health; determinants and risk factors for population health; policy analysis and advocacy; coalition building, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens. Though a final project, students gain a firm understanding of how to evaluate outcomes of population-based policies and health programs.

HUMN 8111 - Leadership and Organizational Change

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students

also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

HUMN 8115 - Social, Behavioral, and Cultural Factors in Public Health

(4 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

HUMN 8120 - Current Research in Social Change: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8127 - Biostatistics

(4 cr.) Students in this course address the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

HUMN 8129 - Communications, Marketing, and Public Relations for Public Health Leaders

(5 cr.) This course provides an overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

HUMN 8130 - Professional Practice and Social Change: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of

KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8145 - Crisis Management

(5 cr.) In this course, counselor educators learn the fundamentals of crisis management and crisis leadership. In addition, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Furthermore, students develop a crisis management plan for their own community.

HUMN 8146 - Epidemiology

(4 cr.) Public health officials frequently use epidemiologic research to develop educational strategies and intervention programs to improve the overall health of communities. Using an epidemiological approach, students in this course examine the incidence, prevalence, and patterns of disease and injury in populations and learn how to apply these concepts to the control of public health problems. Students identify key sources of data for epidemiological purposes and address principles and limitations of public health screening programs. They also learn to calculate basic epidemiological measures and draw appropriate inferences from epidemiological data and reports. Through this course, students gain a deeper understanding of the various research designs and methodologies professionals use in public health research. *(Prerequisite(s):* HUMN 8127.)

HUMN 8150 - History and Development of Human Services

(5 cr.) This course is designed to provide students with a doctoral foundation in the history and development of the various human services professions. Students engage in coursework that integrates content from various specializations, in areas such as counseling, social work, psychology, family studies, and criminal justice. Examining both the strengths and weaknesses of the human services delivery systems, students review the origins of the profession as well as its various responses to the changing needs of society. Through critical literature reviews related to research, policy, and practice; discussions about human services and contemporary society; and practical assignments, students begin to develop their identities as leaders, researchers, and informants in the area of human services. Students focus on the competencies and ethics of human services professionals.

HUMN 8151 - Human Services Theory, Research, and Practice

(5 cr.) Understanding the connection among theory, research, and practice is a vital skill for human services scholar-practitioners. In this course, students critically review traditional and contemporary theories in human services and how they inform practice. In addition, students examine the strengths and weaknesses of the existing body of research in serving a dynamic society, placing special emphasis on cultural bias and traditional theory. Throughout the course,

students review how theories and research studies apply to communities, individuals, problems, and policies. Students culminate their study with the development of a conceptual framework in which they address a critical issue in human services practice.

HUMN 8152 - Human Services Administration

(5 cr.) Diminishing resources compound societal challenges facing contemporary human services agencies. In this course, students examine the core competencies required of human service administrators to address these challenges and make a greater difference in the communities they serve. Students discuss a broad range of skills and innovative approaches, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course discussions and practical applications, students demonstrate knowledge and skills of human services administration, which they can translate into current work environments.

HUMN 8165 - Environmental Health

(4 cr.) Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

HUMN 8200 - Organizing Community Action for Health Promotion and Education

(5 cr.) There are many task forces, coalitions, and consortiums in place to promote health and prevent disease. But groups such as these require individuals who know how to effectively organize and lead community-based efforts. Students in this course explore the skills and methods leaders use to organize communities, interagency collaborative efforts, and work sites for collective action regarding health promotion and education. Students analyze risk factors at the community, work-site, local, state, national, and international levels. Using qualitative and quantitative methods, students assess the needs and capacities of communities for health-related initiatives. They also synthesize course content to evaluate an existing collaborative community organization strategy and propose new methods and processes for team building in community health programs. *(Prerequisite(s):* Foundation and core courses.)

HUMN 8201 - Intellectual Traditions of Public Policy and Public Administration

(4 cr.) In this course, students have the opportunity to gain a scholarly perspective on public policy and administration that traces major theories associated with the field and the political, social, and economic context within which these theories developed. Students explore and assess the historical and contemporary roles and relationships of the public and nonprofit sectors in the

United States. They examine the ―layers of government" and their interdependence between local municipalities, county, state, and federal levels. Students employ doctoral-level skills, including research, analysis, and scholarly-writing, to analyze and explicate ongoing controversies and debates in the field; through these assignments, students develop new perspectives and recommendations in the field as well as contribute to their own professional development.

HUMN 8202 - Introduction to Marriage, Couple, and Family Counseling

(5 cr.) Counselors seeking to work with couples and families must understand the changing landscape of family dynamics and the diverse perspectives through which they must practice. Students in this course are introduced to the specialty area of marriage, couple, and family counseling and provided with an orientation to professional organizations, preparation standards, credentials relevant to the specialty area, and legal and ethical issues. Students explore the history, philosophy, and trends in marriage, couple, and family counseling and examine a variety of theoretical perspectives, techniques, and related concepts, such as systems, family development, wellness, and family life cycle. Through topical literature, case studies, and shared experiences, students assess societal trends and treatment issues related to working with multicultural and diverse family systems. They also consider future trends and potential challenges in the field.

HUMN 8213 - Strategic Talent Management and Development

(5 cr.) Successful organizations and businesses know that an effective way to achieve goals is to align business strategies with workforce talent. Students in this course learn how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. They explore and discuss a variety of topics, including talent acquisition and retention, workforce and succession planning, organizational communication, leadership, and performance management. Students apply concepts as they prepare a strategic talent management and development audit as well as an overall talent management and development strategy.

HUMN 8215 - Lifespan Development

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

HUMN 8220 - Current Research in Human Development: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of

KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8230 - Professional Practice and Human Development: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8240 - Human Motivation

(5 cr.) This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

HUMN 8306 - Ethics and Legal Issues in Counseling

(5 cr.) Students in this course are provided with an introduction to the field of professional counseling and the foundations of counseling. Students explore the history, philosophy, cultural dynamics, and trends in professional counseling. They examine consultation as well as client and counselor advocacy, focusing on the counselor‘s role as social change agent. Students also examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Through a final reflective project designed to influence their future ethical framework, students define their ethical perspectives, including influences, values, and goals.

HUMN 8319 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.) Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

HUMN 8320 - Current Research in Organizational and Social Systems: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8327 - Research and Program Evaluation

(5 cr.) This course introduces students to evaluation research and provides students with a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Other topics include the history and theory underlying program evaluation, approaches to evaluation, procedures and techniques for entering a group for which one would provide evaluation services, and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects‘ protection.

HUMN 8330 - Professional Practice and Organizational and Social Systems: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8337 - Techniques in Counseling

(5 cr.) Students in this course focus on developing counseling techniques and skills. They practice and receive feedback on their demonstration of techniques and skills such as opening and closing a counseling session, attending, paraphrasing, confrontation, self-disclosure and many others including the use of creative techniques. Students also evaluate the appropriate use of counseling techniques and skills. ***Note:*** In addition to the course materials listed by the university bookstore, students are required to have access to a video recording device, which they begin using during the second week of class and four more times throughout the term. ***Note:***

This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

HUMN 8338 - Crisis, Trauma, and Disaster Response

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

HUMN 8346 - Child and Adolescent Counseling

(5 cr.) This course provides students with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students‘ theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

HUMN 8350 - Historical and Contemporary Issues in Criminal Justice

(5 cr.) Decision and policy makers must possess a fundamental understanding of crime theory, including the history of crime development, to be able to address knowledgeably and effectively modern issues of crime. In this course, students explore the evolution of crime and punishment, including lone criminals to worldwide syndicates, using the scientific rigor built into selected readings, peer discussions, and practical assignments. They examine the philosophy of community and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Employing quantitative and qualitative research methods, students continue their assessment of contemporary issues of crime. They also learn to use existing information to consider new methods of addressing crime. This course provides students who are current leaders, or those hoping to enter a leadership role, with a framework upon which to build the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

HUMN 8351 - Policy Analysis in the Criminal Justice System

(5 cr.) Professionals who make decisions within the criminal justice system must determine which policies are most effective in preventing crime and protecting individual rights. In this course, students explore and discuss policy analysis and planning in the field of criminal justice

and examine the policy context in which the criminal justice system functions. They review key court decisions and explore the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

HUMN 8352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration

(5 cr.) There are many challenges plaguing the criminal justice system, from economic hardship to growing threats of terrorism. Leaders in the system must be adept in problem solving, and they must possess the ability to think critically and proactively. Through this course, students are introduced to the problems that currently confront the criminal justice system administration as well as problems predicted for the future. Students prepare to lead efforts to address these challenges by engaging in practical assignments focusing on powerful models for strategic, critical, and reflective thinking. Students also engage in discussions about the major components of effective justice administration, including organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

HUMN 8353 - Forensic Applications in Community Settings

(5 cr.) Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons; decrease in healthcare availability; and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They engage in practical assignments and topical readings that focus on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

HUMN 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling

(5 cr.) This course provides students with an advanced understanding of theories and techniques for working with couples, marriages, and families. The focus of this course is on empirically supported treatments and techniques for addressing prevention, intervention, development, and wellness of marriages, couples, and families. Systemic implications for conceptualization, assessment, treatment planning, and interventions will be addressed. Students will be exposed to procedures for critically evaluating relevant research and to methods for applying findings to their counseling with these groups. Methods of adapting models to meet the needs of a diverse society as well as legal and ethical issues related to working in this specialty area will be explored.

HUMN 8361 - Human Sexuality

(5 cr.) This course provides students with framework for understanding human sexuality in the context of couple, marriage, and family counseling. This course explores empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. Students are exposed to a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students will explore specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are addressed.

HUMN 8390 - Strategic Context of Public Management and Leadership

(5 cr.) Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise ~~-m~~ental" model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic-action learning in the practice of public administration.

HUMN 8392 - The Language of Leadership

(5 cr.) In today‘s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides students both theoretical and practical information demonstrating the necessary components for making such connections and shows them why stories, symbols, and metaphors are an essential element in the language of leadership.

HUMN 8400 - Public Health Leadership and Systems Thinking

(5 cr.) This course focuses on leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. Students examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

HUMN 8405 - Ethics and Social Justice

(5 cr.) Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to

economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

HUMN 8420 - Organizational Management and Leadership

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

HUMN 8431 - Finance and Budgeting for the Public Sector

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

HUMN 8451 - Public Policy Analysis

(5 cr.) Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and constraint on policy development. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policy makers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it though a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

HUMN 8461 - Public Sector Economics

(5 cr.) Considering recent and persistent economic uncertainty and shifting economic trends in the global market, administrators in government organizations need to understand underlying

economic concepts, issues, and trends in the public sector. In this course, students explore public sector economics at the local, state, and national levels. They examine the role of the government in the market economy, including the government‘s redistributive role; factors affecting the economy; sources of government revenue; the relationship of public goods and the economy; programs and services funded by the government; alternative forms of delivery of programs and services; and the interaction and interconnectedness of the U.S. and global economy. Students apply concepts, processes, and systems related to public sector economics to a specific government program or service.

HUMN 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

HUMN 8510 - Theories and Models of Human Behavior for Professional Practice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8511 - Treatment of Forensic Populations

(5 cr.) This course provides students with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

HUMN 8512 - Theories and Models of Human Behavior for Professional Practice: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8513 - Juvenile Justice, Delinquency, and Development

(5 cr.) In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. As such, the course provides students with an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

HUMN 8514 - Theories and Models of Human Behavior for Professional Practice: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8515 - Theories and Models of Human Behavior for Professional Practice: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8516 - Theories and Models of Human Behavior for Professional Practice: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8517 - Theories and Models of Human Behavior for Professional Practice: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8518 - Theories and Models of Human Behavior for Professional Practice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8520 - Contextual Evaluation of Contemporary Theories and Models in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8522 - Contextual Evaluation of Contemporary Theories and Models in Human Services: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8524 - Contextual Evaluation of Contemporary Theories and Models in Human Services: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8525 - Contextual Evaluation of Contemporary Theories and Models in Human Services: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8526 - Contextual Evaluation of Contemporary Theories and Models in Human Services: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8527 - Contextual Evaluation of Contemporary Theories and Models in Human Services: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8528 - Contextual Evaluation of Contemporary Theories and Models in Human Services: Family Studies and Intervention Strategies

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8529 - Forensic Application in Community Settings

(5 cr.) This course is directed at the application of forensic psychology to various community settings. An emphasis is placed on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. However, this course also explores less-common applications, such as restorative justice and community crime prevention.

HUMN 8530 - Integrating Theory and Practice in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8532 - Integrating Theory and Practice in Human Services: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8534 - Integrating Theory and Practice in Social Service: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8535 - Integrating Theory and Practice in Human Services: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8536 - Integrating Theory and Practice in Human Services: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8537 - Integrating Theory and Practice in Human Services: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8538 - Integrating Theory and Practice in Human Services: Family Studies and Intervention Strategies

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8550 - Writing a Quality Prospectus

(5 cr.) This course is focused specifically on the process of writing the dissertation prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the dissertation. They will further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature, typically 25–75 references, and a research, implementation, and evaluation plan for the solution of the problem.

HUMN 8610 - Advanced Theories of Intervention in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8612 - Advanced Theories of Intervention in Human Services: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8614 - Advanced Theories of Intervention in Human Services: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8614 - Advanced Theories of Intervention in Human Services: Human Services Administration

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8615 - Advanced Theories of Intervention in Human Services: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8616 - Advanced Theories of Intervention in Human Services: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8617 - Advanced Theories of Intervention in Human Services: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8618 - Advanced Theories of Intervention in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8620 - Human Services Delivery Systems and Ethical Considerations

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8622 - Human Services Delivery Systems and Ethical Considerations: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8624 - Human Services Delivery Systems and Ethical Considerations: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8625 - Human Services Delivery Systems and Ethical Considerations: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8626 - Human Services Delivery Systems and Ethical Considerations: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8627 - Human Services Delivery Systems and Ethical Considerations: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8628 - Human Services Delivery Systems and Ethical Considerations: Family Studies and Intervention Strategies

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of

KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8630 - Integrating Intervention Strategies and Ethical Practice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8632 - Integrating Intervention Strategies and Ethical Practice: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8634 - Integrating Intervention Strategies and Ethical Practice: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8635 - Integrating Intervention Strategies and Ethical Practice: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8636 - Integrating Intervention Strategies and Ethical Practice: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to

develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8637 - Integrating Intervention Strategies and Ethical Practice: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8638 - Integrating Intervention Strategies and Ethical Practice: Family Studies and Intervention Strategies

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professionals

(5 cr.) This course is designed to enhance students' understanding of the responsibility of human service professionals to foster social change, provide leadership and service to the human services professions, and advocate for their communities, clients, students, and professions. Students use research to examine the current trends and issues of the professions and identify how community, national, and international issues affect human services professions. Students also gain an understanding of the processes of advocacy and social change. Students continue to enhance their professional development plans by identifying specific goals for professional involvement and service.

HUMN 8700 - Psychology and Social Change

(5 cr.) This course focuses on the theories of social and personal change. Topics include power and social inequalities, ethnic inequalities, global environment and social change, issues related to gender and sexism, and homophobia. In addition, students are presented with impact of social change theories on children, families, and societies. The concepts of change agent and change advocate are explored as well as the role of the psychologist as change agent.

HUMN 8701 - Culture and Psychology

(5 cr.) This course explores the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, this course focuses on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

HUMN 8710 - Theories of Case Study Research and Applied Change in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8712 - Theories of Case Study Research and Applied Change in Human Services: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8714 - Theories of Case Study Research and Applied Change in Human Services: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8715 - Theories of Case Study Research and Applied Change in Human Services: Counseling

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to

develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8716 - Theories of Case Study Research and Applied Change in Human Services: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8717 - Theories of Case Study Research and Applied Change in Human Services: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8718 - Theories of Case Study Research and Applied Change in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8720 - Relating Case Studies to Applied Change in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8722 - Relating Case Studies to Applied Change in Human Services: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8723 - Counseling and Psychotherapy Theories

(5 cr.) There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

HUMN 8724 - Relating Case Studies to Applied Change in Human Services: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8725 - Multicultural Counseling

(5 cr.) Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

HUMN 8725 - Relating Case Studies to Applied Change in Human Services: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to

develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8726 - Relating Case Studies to Applied Change in Human Services: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8727 - Relating Case Studies to Applied Change in Human Services: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8728 - Relating Case Studies to Applied Change in Human Services: Family Studies and Intervention Strategies

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8729 - Substance Abuse Counseling

(5 cr.) The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

HUMN 8730 - A Case Study of Applied Change in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8732 - A Case Study of Applied Change in Human Services: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8734 - A Case Study of Applied Change in Human Services: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8735 - A Case Study of Applied Change in Human Services: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8736 - A Case Study of Applied Change in Human Services: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8737 - A Case Study of Applied Change in Human Services: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8738 - A Case Study of Applied Change in Human Services: Family Studies and Intervention Strategies

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8740 - Disaster, Crisis, and Trauma

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

HUMN 8741 - Psychology of Terrorism

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they

consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

HUMN 8750 - Leadership Development

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

HUMN 8751 - Leadership Coaching: Process and Practice

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

HUMN 8752 - Leadership Coaching: Application

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

HUMN 8776 - Transformative Change in a Shared-Power World

(5 cr.) This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

HUMN 8785 - Prevention, Intervention, and Consultation

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess

these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

HUMN 8809 - Fundamentals of Law and Public Policy

(5 cr.) Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

HUMN 8810 - Community Psychology

(5 cr.) This course introduces students to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

HUMN 8811 - Legal Research for Policy Practitioners

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

HUMN 8812 - Contemporary Cases and Issues in the Courts

(5 cr.) Major issues in the Supreme Court continue to have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court cases related to abortion, privacy, due process, personal property, and freedom of religion and speech. They also examine major cases related to state powers, government entitlement, and powers of the judicial and federal branches of government. From this assessment, students determine how outcomes of such cases affect public policy. Students also explore and discuss individual rights, property rights, administrative law, immigration law, and foreign policy as well as contemporary issues and case studies, to which they apply legal research and verdicts.

HUMN 8831 - Critical Incident Leadership and Planning

(5 cr.) Strategic leadership and planning are required to effectively prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case students, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community though which they consider new strategies and perspectives in regard to critical incident leadership and planning.

HUMN 8912 - Mental Health Law

(5 cr.) This course examines several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology—such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA)—are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).

HUMN 9000 - Dissertation

(20 cr.) This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HUMN 9000, they are registered each term until successful completion of the dissertation. *(Prerequisite(s):* Core KAMs, RSCH 8100U, RSCH 8200U, and RSCH 8300U.)

HUMN 9001 - Dissertation

(20 cr., 5 cr. per term for 4 terms) This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HUMN 9001, they are registered each term until successful completion of the dissertation. *(Prerequisite(s):* RSCH 8100U, RSCH 8200U, and RSCH 8300U.)

IDST

IDST 1001 - Introduction to Interdisciplinary Studies♦

(5 cr.) This course is an introduction to the field of Interdisciplinary Studies and its comprehensive way of understanding complex issues for students. Topics include definition of interdisciplinary integration, the steps in the interdisciplinary process, and the utility of Interdisciplinary Studies. Upon completion, students will gain an understanding of the role interdisciplinary thinking plays in complex problem solving and decision making. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

IDST 1035 - Self in Society: An Interdisciplinary Approach♦

(5 cr.) In this course, students examine how self-perception is created by personal, societal, and educational influences. Topics studied will include family, community, work, education, and other related topics. By looking at how the ―self" evolves, students will be able to see themselves within a larger social context. Students will also focus on how the study of self applies to the interdisciplinary process. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

IDST 1050 - Interdisciplinary Experience: Identity in a Global Society♦

(5 cr.) The aim of this course is to sensitize students to the role of a global society in the development of identity. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to articulate how sense of self cannot rely on authority or status alone. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

IDST 2050 - Interdisciplinary Experience: Sustaining Quality of Life in the City♦

(5 cr.) In light of global urbanization, students in this course discuss the components that contribute to a meaningful life in the city and the ways in which urban communities strive to

achieve it. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Upon completion, students will understand the factors that contribute to improving quality of life in an urban environment. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

IDST 3035 - Interdisciplinary Process and Method♦

(5 cr.) Students in this course are introduced to the interdisciplinary studies process and its comprehensive way of understanding complex issues. Topics include definition of interdisciplinary integration, the steps in the interdisciplinary process, and the utility of interdisciplinary understanding. Upon completion, students will gain an understanding of interdisciplinary research methods and of the role that interdisciplinary thinking plays in complex problem solving and decision making. *(Prerequisite(s):* IDST 1001 or IDST 1035, IDST 1050, and IDST 2050).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

IDST 3050 - Interdisciplinary Experience: Change and Population Movements Across Borders♦

(5 cr.) Explore the changes—both real and perceived—experienced by immigrants and the members of an existing community. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to identify how population movements affect individuals and communities. *Prerequisite(s):* IDST 1001 or IDST 3035 or PSYC 1002 and PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

IDST 4001 - Seminar in Interdisciplinary Research

(5 cr.) Students deepen interdisciplinary investigation by participating in a unique experience within a community of learners. Students identify an issue to investigate, utilize interdisciplinary research skills, and interact with peers to reflect on the process. Upon completion, students will improve their skills in interdisciplinary integration and develop a broader perspective of the issue through a collaborative online experience. *Prerequisite(s):* IDST 3050.)

IDST 4002 - Seminar in Public Service

(5 cr.) As a supplement to students‘ approved service learning placement, this seminar course provides them with interdisciplinary research skills with applications to the service of others. Activities include creating action plans for service, interviews with an audience, examination of

multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the service learning opportunity with theory to articulate multiple perspectives. *Prerequisite(s):* ENGL 1001.) ***Note:*** This course is delivered over a 6-week term, but is equated to IDST 4002E, which is delivered over a 12-week term.

IDST 4002E - Seminar in Public Service

(5 cr.) As a supplement to students‘ approved service learning placement, this seminar course provides them with interdisciplinary research skills with applications to the service of others. Activities include creating action plans for service, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the service learning opportunity with theory to articulate multiple perspectives. *(Prerequisite(s):* ENGL 1001.) ***Note:*** This course is delivered over a 12-week term, but is equated to IDST 4002, which is delivered over a 6-week term.

IDST 4003 - Seminar with Internship

(5 cr.) As part of students‘ approved internship placement, this seminar course is an opportunity for students to apply their disciplinary focus and interdisciplinary process in real-life settings. Activities include creating an action plan for internship, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the internship opportunity with theory to articulate multiple perspectives. *(Prerequisite(s):* ENGL 1001.)

IDST 4004 - Seminar with Study Abroad♦

(5 cr.) In conjunction with students‘ study abroad experience, this course offers them the opportunity to engage with other cultures and integrate their experiences abroad with their disciplinary focus utilizing Interdisciplinary process. Activities include creating an action plan for study abroad, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the study abroad opportunity with theory to articulate multiple perspectives. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

IDST 4080 - Capstone—Interdisciplinary Methodology I

(5 cr.) Students are required to demonstrate breadth and depth of their disciplines‘ content and methods to address a complex problem. Students will engage in collaboration, critiquing, individual research, and integration. Upon completion, students will use creative thinking and decision-making to draw on interdisciplinary insights. *Prerequisite(s):* Completion of all other coursework with the exception of IDST 4081.)

IDST 4081 - Capstone—Interdisciplinary Methodology II

(5 cr.) "Students are required to demonstrate the breadth and depth of their disciplines‘ content and methods to address a complex problem. Students will engage in collaboration, critiquing, individual research, and integration. Upon completion students will use creative thinking and decision-making to integrate insights and produce an interdisciplinary understanding.
" *Prerequisite(s):* Completion of all other required coursework.)

ISYS

ISYS 3001 - Information Systems in Enterprise♦

(5 cr.) All businesses rely on systems to process, collect, share, and store important information. The most effective way to help an organization achieve their goals is to understand how to leverage information systems and emerging technology. This course provides students the opportunity to gain skills needed to employ such leverage in the professional arena. Students examine the characteristics of information systems and their role in organizations. They also assess and discuss the impact that information systems have on the enterprise as a whole, in addition to their current architectures, enabling tools, and project cycles. *(Prerequisite(s):* BUSI 1002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 4301 - Business Process Design♦

(5 cr.) Students in this course have the opportunity to gain working knowledge of the requisite skills, concepts, and methodologies that managers and team members use to conduct a business process redesign (BPR). Through weekly readings of literature and contemporary articles, students learn about the manager‘s role in the business process as well as the function of BPR. They examine the function of information systems as enablers for business process design. They also learn how to analyze business processes and redesign them for dramatic results. Reinforcing the practical application of concepts, students demonstrate their critical-thinking and problem-solving skills through a case study assignment in which they solve a real-world problem using BPR. *Prerequisite(s):* ISYS 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 4302 - Management of Technology♦

(5 cr.) The efficiency and success of most organizations today depends on the ability of leaders to integrate technology and business functions through activities such as supply chain management, outsourcing, and e-business practice. Students in this course examine the key concepts in management of information technology and the role of technology managers. They analyze the management of technology from both a process and system perspective and

investigate major technical issues involved in innovation and implementation. Students engage in weekly discussions on a variety of topics, such as advanced databases, business intelligence, artificial intelligence systems, wireless technology, and outsourcing. *Prerequisite(s):* ISYS 4301.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 4303 - Case Study: Project Management♦

(5 cr.) The process of creation, from conception through completion, requires a diverse set of management skills, including the ability to make strategic plans. This course introduces students to the theory, tools, and techniques needed to manage technology projects successfully throughout a project lifecycle. Students in this course focus on the project management process and development of the project team as key to the successful achievement of information systems projects. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. Students also assess and discuss effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. *Prerequisite(s):* ISYS 4302.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 6010 - Fundamentals of Information Systems♦

(3 sem. cr.) The principles of computer hardware, software, and networks underlie the techniques and practices of information systems professionals. Students in this course survey the fundamental aspects of computing and prepare to use computers effectively for problem solving. Through a variety of application assignments, students delve into the types and construction of hardware, software, networks, and tools for data management. They learn ways to create an algorithm, represent data, and express their designs in a programming language. Through this course students are encouraged to become active and influential professionals by applying concepts and principles to real-world practice.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 6020 - Core Web Technologies♦

(3 sem. cr.) Through this course, students learn key technologies and design principles for interactive Web applications as well the professional, individual, organizational, societal, and regulatory implications thereof. Students learn how pages are designed and how they interact with external servers to deliver information—important concepts underlying how computers enable communication among Internet users and allow enterprises to conduct business online.

They develop and manage Web-based applications using a selection of fundamental tools and techniques, such as XHTML and cascading style sheets.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 6030 - Principles of Programming♦

(3 sem. cr.) The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 6040 - Systems Analysis and Design♦

(3 sem. cr.) Like building a skyscraper, developing a large-scale software system may require the work of thousands of people over a period of several years. Analysts and designers coordinate technical plans so that individual efforts combine into a complete and effective system. This course surveys structured and object-oriented approaches to defining a system‘s functional and quality requirements. It also examines how to convert these requirements into the structural and functional design elements of an effective organizational information system.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 6100 - Foundations for Graduate Study in Information Systems and Technology♦

(1 sem. cr.) The purpose of this course is to introduce students to Walden University and the requirements for successful participation in an online curriculum as well as to provide a foundation for academic and professional success. They engage in course assignments that focus on the practical application of writing and critical-thinking skills, lending to the promotion of professional practice and academic excellence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ISYS 6110 - Foundations of Information Systems and Technology

(3 sem. cr.) A major function of information technology (IT) professionals is to understand an organization‘s needs and requirements as well as to use this knowledge to ensure that the organization‘s information systems are appropriately designed and implemented for maximum efficiency and stability. Through a review of modern computer systems and the social and

economic issues related to their use, students in this course learn about the conceptual foundations for designing, developing, and deploying large-scale management information systems. They investigate the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making. This course provides students with the opportunity to gain the skills needed to handle complex IT issues within today‘s organizations.

ISYS 6111 - Information Technology in the Organization

(3 sem. cr.) Through a review of modern computer systems and the social and economic issues related to their use, this course introduces the conceptual foundations for designing, developing, and deploying large-scale management information systems. It investigates the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making.

ISYS 6120 - Operating System and Network Architecture

(3 sem. cr.) The infrastructures of operating systems and networks are the fundamental technologies that support enterprise information systems. Students in this course examine the components of computer systems, their underlying operating systems, and their data communications networks. They critically investigate the services these components provide and draw implications for the large-scale enterprise. Students sharpen communication and critical-thinking skills through weekly discussions on related topics, such as modularity, abstraction, threading, virtual memory, internet protocol, atomicity, and concurrency control.

ISYS 6130 - Advanced Software Development

(3 sem. cr.) Contemporary software development principles continue to evolve. In this course, students explore contemporary software development concepts and tools. Through application assignments designed to contextualize theories presented in the course, students apply object-oriented techniques, usability principles, and design for reuse. Students have the opportunity to acquire knowledge requisite to the development of sound, maintainable, and extensible software.

ISYS 6140 - Data Modeling and Database Design

(3 sem. cr.) Data is the lifeblood of nearly every business enterprise. Through careful planning and management, the organization can ensure that its critical data remains consistent, correct, secure, and available. This theoretical and practical introduction to relational database systems presents students with accepted practices for data modeling, database design, and implementation in a range of application contexts.

ISYS 6150 - Principles of Software Engineering

(3 sem. cr.) The principles of software engineering and software design allow for the methodical construction and controlled development of complex software systems. This course surveys the evolution and current practices of software engineering through the entire software life cycle, with emphasis on the elements that significantly influence software system quality.

ISYS 6160 - Enterprise Systems Architecture

(3 sem. cr.) Large-scale enterprise systems often rely on architectural frameworks that define their main components as well as the interactions among these components. This course surveys the principal design strategies and tools for constructing the modern information system. It identifies common vendor and open-source components, illustrating how they can create and integrate robust Web- and cloud-based services and applications.

ISYS 6170 - Fundamentals of Information Assurance

(3 sem. cr.) The principles of confidentiality, integrity, and availability of data while it is being stored, processed, or communicated guide the policies and practices of information assurance. In this course, students investigate the theory of information security and data protection, study common system risks and vulnerabilities, and follow best practices to protect computer and data assets. These practices address organizational policies, access controls, software and network design, and logging and auditing.

ISYS 6680 - Software Engineering Management and Processes

(3 sem. cr.) Enterprise managers are keenly interested in implementing efficient and effective software development processes. Developments in the application of software engineering to help managers gain control over the production of software, including processes that measure progress, quality, and cost at the project and organizational levels are covered in this course.

ISYS 6900 - IT Capstone

(3 sem. cr.) This capstone course provides students the opportunity to synthesize concepts and skills in a reflective project. It builds a bridge from the academic experience to the workforce. In the context of a specific IT problem, students evaluate appropriate technologies and design a solution.

ITEC

ITEC 1010 - IT Infrastructure♦

(5 cr.) Information technology (IT) is essential to the function and success of nearly all businesses. Businesses whose systems are lacking or experience failure are at risk of significant loss; therefore, there will always be a need for IT support and innovation. This course introduces fundamental concepts of the IT infrastructure to prepare students for a role in the field of IT. Students learn about the structure and purpose of hardware components (computers, networks, and interface devices) and software components (operating systems, middleware, applications, and system software). They examine key issues of capacity, performance, reliability, scale, and obsolescence through the evaluation of IT‘s role in supporting business and individuals. Students take a practical approach to understanding how IT infrastructure can relate to personal goals as they examine the various career options within the field. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 1020 - Networking Fundamentals♦

(5 cr.) More than ever, individuals, and businesses rely on Web surfing for variety of functions, including buying products, searching for jobs, sharing data, and entertainment. However, there are many threats involved if a network is not secure, which is why we value network administrators. This course provides students with the opportunity to gain the insight and skill of a network administrator. They examine concepts, components, and design of information and communication infrastructures. Students learn about the design of the Internet protocol stack, the structure and function of important Internet services and applications, and Internet governance. They engage in hands-on lab exercises involving configuration of settings, management of local user accounts, and the design of different types of networks. *(Prerequisite(s):* ITEC 1010.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 1030 - Introduction to Programming♦

(5 cr.) The cornerstone of modern software design is object-oriented programming (OOP), which is a methodology that uses objects to represent complex relationships and simplifies the development and management of information systems. This course provides students with current information on OPP and other prevailing techniques in programming. Students begin by studying foundational concepts and terminology of OPP. They examine programming paradigms, algorithmic thinking, and problem-solving techniques in Java. Students engage in coursework and share blogs on computer program design, constraints, variables, functions, procedures, logic and code control, error trapping, error handling, and interactive coding techniques. They gain hands-on, practical experience through lab work focusing on compiling and running applications, reading data interactively, and debugging. *Prerequisite(s):* ITEC 1010 and MATH 1040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 2001 - Technology and Society♦

(5 cr.) The synergistic bond between technology and culture has existed from the beginning of civilization with the invention of simple tools to stay warm and store goods, to more complex, contemporary inventions, such as computers. This relationship is vital to our existence, but also warrants both social and ethical consideration, monitoring, and regulation. In this course, students examine the relationship between information technologies and core social concerns, such as privacy, democracy, equity, security, economic progress, and intellectual property rights. Using relevant articles and classic literature in the field, students evaluate existing and emerging

technologies taking into account the social, ethical, and legal considerations inherent in the design and use of these technologies. *Prerequisite(s):* ITEC 1020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 2010 - Data Structures

(5 cr.) A data structure is a specialized layout for organizing and storing data. An integral part of the information technology arena, programmers work with many different types of data structures. Using fundamental programming knowledge, such as object-oriented programming (OOP), students continue their practice with OOP and have the opportunity to gain integral knowledge of advanced data structures, including lists, stacks, queues, and the functions of each. They also learn how to choose data structures that are appropriate for various types of information. They engage in blogs and discussions to work through ideas and gain various perspectives on topical issues, such as arrays, data collections, and recursion. Students gain hands-on experience as they solve complex word problems by writing a program and using tools to create, compile, debug, and run interactive programs. *Prerequisite(s):* ITEC 1030.)

ITEC 2020 - IT Theory Fundamentals♦

(5 cr.) Did you ever wonder how many different valid passwords a computer system allows? Or perhaps you need to know how to encrypt a message so that only the intended recipient can decipher it. To answer such questions, programmers use discrete mathematics, which allows them to study sets and numbers, linear algebra, combinatorics, graphs, and probability. This course introduces students to discrete mathematics concepts and techniques used in information technology (IT). Students examine each concept in action and geared toward a specific application in IT. They engage in various application assignments focusing on elements of graph theory, coding, and probability. *Prerequisite(s):* ITEC 1010 and MATH 1040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 2030 - Operating Systems Fundamentals and Administration♦

(5 cr.) There are many important benefits from studying the different types operating systems, such as administering computers efficiently and structuring code more effectively, which lend to best practices in writing code. This course provides students with an overview of the concepts of computer operating systems, including the main functions, similarities, and differences. They explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. Students contextualize their learning experience through hands-on activities, such as performing basic administrative tasks on Windows and Linux servers, including configuring networking parameters, administering user accounts and groups, setting access and application permissions, and locating and analyzing log files. *Prerequisite(s):* ITEC 1010.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 2040 - Systems Analysis♦

(5 cr.) There are many roles involved in creating and managing an organization‘s information system, including the systems analyst. The analyst helps to ensure that the software development process is successful by understanding its purpose, scope, and resource requirements. This course provides students with the prospect of understanding the field from the perspective of a systems analyst. Students focus on the definition and examination of system requirements, both functional and nonfunctional, for an information system (IS) project. Through the review of videos, case, studies, and supplemental websites, they learn about the identification of stakeholders and techniques for requirement elicitation, representation, and life cycles. Students sharpen their communication and practical skills through group projects during which they apply concepts learned in the course to an actual information system. *Prerequisite(s):* ITEC 1010.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 2050 - Systems Design♦

(5 cr.) This course is an introduction to the approaches used to specify details during the design phase of a systems development life cycle (SDLC). Students explore the discipline of reducing requirements to the structural and functional design of organizational information technology solutions. They examine conceptual modeling, design patterns, and application frameworks. Students learn the basics of modeling, design representations, and the use of design tools. Through discussion with their peers, students confer and debate over the different approaches to systems design, security aspects of interfaces, and documentation. Students work toward gaining collaborative and critical-thinking skills through group projects focusing on the specifics of system design, including planning and implementation. *Prerequisite(s):* ITEC 2040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 2060 - Database Management Systems♦

(5 cr.) All types of businesses rely on systems to manage their data and to keep that data secure, accurate, and reliable. A database is a system designed to do just this as well as to simplify the processes of data entry, search, and retrieval. In this course, students learn about database management through the examination of the life cycle of a database. Students focus on the representation and manipulation of information in relational database management systems. They learn how to map real-world concepts onto relational representations and how to manipulate them through relational queries to implement data-intensive applications. They also discuss related issues, such as database storage, data validation, sorting, grouping, and nesting

data. Students learn to use a core subset of the Structured Query Language (SQL) as well as the fundamentals of database administration. *Prerequisite(s):* ITEC 2050.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 2070 - Human-Computer Interaction♦

(5 cr.) This course is an overview of human perception and cognitive performance, computer processes, and system design approaches for successful human-computer interaction. Topics include human factors, usability evaluation, and principles of interface design. *Prerequisite(s):* ITEC 2050 or CMIS 3004.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 2080 - Web Programming♦

(5 cr.) Every day, we are learning to adapt to 21st-century technology. More importantly, we are beginning to rely on it for daily needs, such as obtaining the news, shopping, communicating, banking, and full-scale education. The need for developers of static and dynamic Web pages of all kinds is in demand. In this course, students consider the many factors of developing Web applications for a specific purpose or audience, such as optimization, accessibility, and appeal. They also examine the tools and techniques needed to develop and manage these applications. Through discussions and application assignments, students explore dynamic Web page implementations, elements of client-server and server-side processing, data validation, and concurrency issues. *Prerequisite(s):* ITEC 2010 or CMIS 2002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3010 - Mobile and Pervasive Technologies♦

(5 cr.) Mobile computing was developed in the early 1990‘s with the introduction of laptop computers. Since then, devices have become smaller, more intuitive and assessable, and have worked their way into businesses, homes, hospitals, and children‘s backpacks. The basic principles of system design for such technologies are not entirely different from larger-scale development, but designers must make different considerations and use special techniques for mobile and pervasive technologies. In this course, students examine the technical, business, legal, and sociocultural benefits and challenges of mobile devices and wireless communication technologies. Through discussion and written assignments, students explore wireless protocols and business and consumer applications, such as portable computing, communication, and multimedia devices; telemetry and monitoring systems; and context-aware services. *Prerequisite(s):* ITEC 2080.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3020 - Computer Security Fundamentals♦

(5 cr.) Insecure security systems can cause major risks and vulnerabilities for companies. Breaches in personal employee information, financial information, or company secrets can elicit the downfall of an organization. In this course, students learn the importance of such concerns as well as key concepts of computer and information security, including technical, privacy, organizational, social, and policy issues. They examine fundamental notions of authentication, authorization, and encryption. Students learn about economic and human impact issues through the analysis of case studies of security and privacy breaches. Through discussions, applications, and group projects, students also examine risk management, informal system security methods, and corporate governance. *Prerequisite(s):* ITEC 2030.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3030 - Business Architecture and Process♦

(5 cr.) All companies have goals, but depending on the organization‘s size or purpose, these goals may differ. Some may be to improve efficiency and immediate profit and others might be long-term sustainability or customer satisfaction. Regardless of specific goals, leaders must understand the organization as a whole, including its structure, processes, applications, and systems, so that the company can make informed decisions, avoiding risks and instability. Students in this course examine the structure and operations of organizations from an information processing point-of-view. Students work toward gaining skills in analyzing, designing, and improving operations as they engage in coursework focusing on fundamental business structures; business process design, management, and optimization; decision support and automation; enterprise resource planning; and integration. Using current ligature and simulations, students evaluate specific techniques designed to manage change in a company as well as to measure and maintain process advancement and value. *Prerequisite(s):* ITEC 2050.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3040 - IT Project Management♦

(5 cr.) The process of creation, from conception through completion, is complicated and requires a diverse set of management skills. This course introduces students to the knowledge, tools, and techniques needed to successfully manage information technology (IT) projects throughout a project life cycle. Students in this course focus on the IT project management process and development of the project team as key to the successful achievement of IT projects. Students analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. Students learn the intricacies of managing

projects and programs that may span multiple organizations. They engage in coursework through which they examine the project management cycle, sourcing strategy, third-party provider selection, and management of third-party providers. *Prerequisite(s):* ITEC 2050.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3101 - Systems Software Security♦

(5 cr.) The job of an information security specialist is to oversee enterprise operations that follow industry best practices for security and data integrity to ensure that systems are free from external threats and risks that may jeopardize or harm the organization. Students in this course investigate the responsibilities of the security specialist, including the security of operating systems and other system software, such as database management systems. Through a variety of assignments, including hands-on lab work, students explore components of a networked operating system, architectural designs for secure usage, system administration tasks, and tools for security. Students examine the real effects that security threats have on systems. They address such threats through exercises in administrative tasks using tools vital for implementing security policies on Linux and Windows systems. *Prerequisite(s):* ITEC 3020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3201 - Database-Driven Web Applications♦

(5 cr.) In this course, students work toward gaining the skills necessary to develop and administer database-backed dynamic Web applications, which are in increasing demand as organizations compete for cutting-edge, fully-interactive, dynamic Web pages. Students explore contemporary development tools for database-driven Web applications, the use of templates to separate business logic and presentation, and data storage and management. They also examine server and application configuration to ensure site security, session management, and user authentication. In this course, students have the opportunity to enhance their communication and critical-thinking skills as they engage in peer discussions on topical issues, such as Web hosting, operations, security, and database table structure. *Prerequisite(s):* ITEC 2060 and ITEC 2080.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3202 - Data Centers♦

(5 cr.) Effective data center operation involves efficient operating practices in an environmentally-responsible manner. This course provides students with an overview of data center principles and operational issues, including environmental controls, power supplies, backup, data communications, and security standards to assure business continuity. Students discuss emerging trends and technologies in areas including cloud computing, virtualization,

middleware, databases, data centers, green grids, and corporate and environmental social responsibility. *Prerequisite(s):* ITEC 2050 and ITEC 3030.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3301 - IT Service Management♦

(5 cr.) The purpose of this course is to provide students with an understanding of the management of information technology (IT), including the relationships of parties involved, the tools for IT process improvement, and best practices involved in the field. Students focus on the relationship among an IT organization, business customers, and users. They explore the customer‘s perspective of IT‘s contribution to the organization and they learn ways to communicate effectively with stakeholders. Students use current articles and classic literature to examine a variety of topics, including operations architecture, IT governance, and relevant frameworks. Students also examine relationships of IT service management to process improvement movements, for example, Six Sigma improvement methodology, total quality management (TQM), business process management (BPM), and Capability Maturity Model Integration (CMMI) standards. Through group projects and peer evaluation, students learn to work efficiently in groups as they assess the design of a service management program and the role of ethics in service management. *Prerequisite(s):* ITEC 3030 and ITEC 3040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3402 - Server-Side and Multi-Tier Programming♦

(5 cr.) Life in the 21st century is fast paced and the public demands information that is expeditious, accurate, and appealing. This course provides students with the opportunity to acquire the knowledge and skills needed to create the types of dynamic Web pages that are practical, well-designed, and can provide people with the information they need at the pace they want. Students examine the configuration of Web server software, the function of server-side programming, and the use of scripting languages. They learn about techniques for enhancing performance through examination of multi-tier locality and parallelism. They also practice methods of access control and secured transmissions in server-side programming. Students also have the opportunity to gain hands-on experience through a course-long project in which they build on skills acquired each unit to transform a static website into a fully-functional dynamic website. *Prerequisite(s):* ITEC 2080.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 3501 - Web and Mobile Application Development♦

(5 cr.) Developers have to keep usability, accessibility, and cross-device compatibility in mind when creating applications for multiple platforms. In this course, students examine the critical

elements of the development life cycle of these applications, including visual design, information architecture design, and interaction design as well as the work-products that developers produce. *Prerequisite(s):* ITEC 2080.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4010 - Network Administration♦

(5 cr.) In this course, students learn about the role of a network administrator, the many considerations of operating a modern system, and the tools and technologies that are available to meet the requirements and demands of an organization‘s network. They explore the structure of the Internet and examine protocols, routers, and client/server architecture related to configuring network services. Students also learn about software platforms, control, shared resources, and security from a practical perspective. Through a series of virtual lab assignments, students practice administrative tasks using applications as network tools, routing, securing ports, configuring network address translations, and confirming reconfigurations. *Prerequisite(s):* ITEC 1020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4020 - Quality Management Standards for IT♦

(5 cr.) Organizations in all sectors, including small businesses, government departments, and educational institutions, employ the use of quality management in information systems for a variety of reasons, such as meeting consumer‘s requirements, complying with regulations, and reaching environmental goals. Students in this course explore the history of the quality revolution and the practices and standards used by today‘s information technology organizations to ensure quality. Students engage in exercises, analyses, and discussions on total quality management (TQM) guidelines, Six Sigma improvement methodology, International Organization for Standardization (ISO) quality standards, Capability Maturity Model Integration (CMMI) standards, personal software process (PSP), team software process (TSP), and the metrics used to measure success of quality initiatives. Students also learn to use tools and techniques to analyze a quality problem to make recommendations for improvement. *Prerequisite(s):* ITEC 2050.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4030 - Systems Integration♦

(5 cr.) Students in this course examine the systems integration approaches used by today‘s information technology organizations to learn what makes them more effective, efficient, and competitive. They explore the functions of enterprise application integration (EAI) practices, middleware models, commercial off-the-shelf (COTS) integration challenges, service-oriented

architecture (SOA), and integration using cloud computing. Through a hands-on approach, students learn to solve an integration problem by designing an appropriate architecture. *Prerequisite(s):* ITEC 2050 and ITEC 2080.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4101 - Network Security♦

(5 cr.) Technological innovation has led us to store all types of information on the Web, such as medical records, financial data, and personal communications. We rely on this information to be safe from external attacks. Preventing such threats is a vital role in the field of information technology. This course provides an overview of network security defense techniques and countermeasures. Students sharpen their communication and analytical skills through the discussion and debate of a variety of topics, such as cryptanalysis and attacks, safety of wireless connections, intrusion detection methods, and access control. They engage in assignments designed to provide them with practical applications of content, such as the design and configuration of firewalls, traffic analysis and filtering, intrusion detection, statistical anomaly detection, and wireless security. *Prerequisite(s):* ITEC 2020 and ITEC 3020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4102 - Application Software Security♦

(5 cr.) In the past, security measures were merely supplemental to software design, but with the increasing threat of hackers who manipulate applications and steal or modify important data, countermeasures are vital to protect applications from vulnerability. This course provides students with an overview of best practices in developing secure software applications and the tools for investigating anomalies and vulnerabilities in application software. Students engage in a variety of course assignments focusing on related topics, including buffer overflow, structured query language (SQL) injections, selected programming and scripting languages, and the security of Web applications on both the client and server side. *Prerequisite(s):* ITEC 2080 and ITEC 3020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4103 - Computer Forensics♦

(5 cr.) As we adapt to the digital revolution, an increasing number of cases, both civil and high-profile, rely on data identification, recovery, and preservation of digital evidence. We also rely on computer forensics for the prevention and prosecution of criminal activity, such as child pornography, financial fraud, and personal identify theft. In this course, students learn procedures and tools for collecting and investigating evidence from illegal or inappropriate computer use. They also engage in a range of assignments and activities focusing on the legal,

ethical, and policy implications of various forensic techniques and monitoring practices. *Prerequisite(s):* ITEC 3101, ITEC 4101, and ITEC 4102.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4201 - Database Administration♦

(5 cr.) The database administrator plays an integral role in ensuring that the information on which organizations rely is organized, efficient, and secure. In this course, students identify the range of tasks a database administrator performs, including disaster recovery, performance analysis and tuning, data dictionary maintenance, data modeling and optimization, and database and user management and monitoring. They also assess the techniques, tools, and best practices used in managing a relational database. Students apply concepts presented in the course to practical exercises involving installation, management, performance monitoring, creation of users and user privileges, backup, and recovery. *Prerequisite(s):* ITEC 2060.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4203 - Fault-Tolerant Systems♦

(5 cr.) Businesses rely on stable, secure systems to run their organizational operations. If a system is disrupted or encounters problems, it may result in loss of money, time, or customer faith. Effective data center operation helps to provide assurance that the integrity and functionality of a system is at low risk of disruption or threat. Students in this course explore the study and application of the principles of fault-tolerant systems (failsafe) and networks, which are used to ensure systems continue to operate appropriately, even if one or more components fail. They learn about a variety of topics, including design; modeling; analysis; and integration of hardware, software, and redundancy techniques to achieve dependable systems. Students also examine performance and reliability evaluation techniques, system diagnosis, disaster recovery planning, backup strategies for data and hardware, virus monitoring, and associated security and administration issues. *Prerequisite(s):* ITEC 2020 and ITEC 4020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4302 - Network Planning and Maintenance♦

(5 cr.) Before a business can establish a new network or service, they must ensure that the system or service meets their specific needs and requirements. Once a system is in place, they must continue to ensure that the network is optimized, connected appropriately, and free of critical threats, such as viruses and spyware. In this course, students learn about the specifics of planning, maintaining, and auditing data communications and networks in an organization. Students engage in assignments focusing on business planning, long- and short-term planning,

operations, maintenance, and forecasting. They also explore topological design, network synthesis, and network realization. *Prerequisite(s):* ITEC 2020 and 4020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4401 - Software QA Testing and Test Tools♦

(5 cr.) Nearly all organizations engage in software testing to ensure system stability and prevent future problems. Sometimes testing is the responsibility of individuals; other times, an entire team composed of testers and developers work together to test a system and evaluate the results. Regardless of the approach, testing is an integral process in business and requires the use of specialized techniques and tools. In this course, students learn about software quality and the components of software quality assurance systems before, during, and after software development. They examine metrics and models for software quality as a product, in process, and in maintenance. Students also learn about the testing tools used to automate the process, including related challenges and limitations. *Prerequisite(s):* STAT 3401.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4402 - User Interface Evaluation, Design, and Development♦

(5 cr.) How do we design interfaces for optimal efficiency and appeal? Before we can answer this question, we must first understand the goals, needs, and skills of the user. In this course, students consider these factors and learn methods for evaluating, designing, and improving human-computer interfaces. Students engage in exercises, discussions, and other assignments to explore a variety of topics, such as user-interface evaluation methods, requirements analysis, and user-interface design methodologies, including rapid prototyping and iteration. *Prerequisite(s):* ITEC 2070.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4501 - Web and Mobile User Experience Design♦

(5 cr.) Designers strive to optimize the interaction between the user and the system to create a smooth and productive user experience. Students in this course focus on the particular challenges of creating user-centered mobile applications. They also investigate the design process deliverables used to communicate with clients, technical leads, and stakeholders. *(Prerequisite(s):* ITEC 2070.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4502 - Implementing Effective Mobile User Interfaces♦

(5 cr.) Successful mobile Web applications have interfaces that support effective interactions and inspire user allegiance. In this course, students create highly interactive and attractive interfaces for applications. In the context of a specific interface design scenario, students analyze data, choose appropriate tools, and design a solution. *(Prerequisite(s):* ITEC 4501.)
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4503 - Developing Multiplatform Mobile Applications♦

(5 cr.) Building mobile applications that operate on a variety of devices poses a unique set of challenges that developers must consider and address at each stage of the development life cycle. In this course, students develop applications that run on a mobile platform. *(Prerequisite(s):* ITEC 4502.)
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 4901 - IT Capstone

(5 cr.) In this capstone course, students review the work they have collected in their portfolios and complete an integrative design project that combines multiple aspects of their information technology program while reflecting on their educational experience. They revisit the career priorities they expressed upon entry into the program and consider their professional goals in the context of their education. They also develop plans for continued learning and career development in the context of their personal objectives and priorities. ***Note:*** This course is required and the last course in the program.

ITEC 4902 - IT Senior Seminar

(5 cr.) In this capstone course, students review the work they have collected in their portfolios and reflect on their educational experience. They revisit the career priorities they expressed upon entry into the program and consider their professional goals in the context of their education. They also develop plans for continued learning and career development in the context of their personal objectives and priorities. *(Prerequisite(s):* All core courses.)

ITEC 4999 - IT Capstone Project

(5 cr.) In this capstone project course, students complete an integrative IT project that combines multiple aspects of their information technology program. The project requires collaboration with a team of students to manage, analyze, design, implement, and evaluate a computer-based information system. The system development process is initiated with a case study included within the course structure. Students will develop a project charter that will guide them through the discovery of functional and nonfunctional requirements, the creation of a system design based on those requirements, and the development and testing of a functional computer

application. Students will develop a management presentation to describe the project design and justify the continuation of the project. The implementation of the final project will require students to draw on their technical concentration-based knowledge of information security and assurance, networking, database design, interface design, and website design. *(Prerequisite(s):* All concentration courses and ITEC 4902.)

ITEC 6010 - Fundamentals of Information Systems♦

(3 sem. cr.) The principles of computer hardware, software, and networks underlie the techniques and practices of information systems professionals. Students in this course survey the fundamental aspects of computing and prepare to use computers effectively for problem solving. Through a variety of application assignments, students delve into the types and construction of hardware, software, networks, and tools for data management. They learn ways to create an algorithm, represent data, and express their designs in a programming language. Through this course students are encouraged to become active and influential professionals by applying concepts and principles to real-world practice.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 6020 - Core Web Technologies♦

(3 sem. cr.) Through this course, students learn key technologies and design principles for interactive Web applications as well the professional, individual, organizational, societal, and regulatory implications thereof. Students learn how pages are designed and how they interact with external servers to deliver information—important concepts underlying how computers enable communication among Internet users and allow enterprises to conduct business online. They develop and manage Web-based applications using a selection of fundamental tools and techniques, such as XHTML and cascading style sheets.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 6030 - Principles of Programming♦

(3 sem. cr.) The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 6040 - Systems Analysis and Design♦

(3 sem. cr.) Like building a skyscraper, developing a large-scale software system may require the work of thousands of people over a period of several years. Analysts and designers coordinate technical plans so that individual efforts combine into a complete and effective system. This course surveys structured and object-oriented approaches to defining a system‘s functional and quality requirements. It also examines how to convert these requirements into the structural and functional design elements of an effective organizational information system.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ITEC 6100 - Foundations for Graduate Study in Information Systems and Technology

(1 sem. cr.) The purpose of this course is to introduce students to Walden University and the requirements for successful participation in an online curriculum as well as to provide a foundation for academic and professional success. They engage in course assignments that focus on the practical application of writing and critical-thinking skills, lending to the promotion of professional practice and academic excellence.

ITEC 6110 - Foundations of Information Systems and Technology

(3 sem. cr.) A major function of information technology (IT) professionals is to understand an organization‘s needs and requirements as well as to use this knowledge to ensure that the organization‘s information systems are appropriately designed and implemented for maximum efficiency and stability. Through a review of modern computer systems and the social and economic issues related to their use, students in this course learn about the conceptual foundations for designing, developing, and deploying large-scale management information systems. They investigate the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making. This course provides students with the opportunity to gain the skills needed to handle complex IT issues within today‘s organizations.

ITEC 6111 - Information Technology in the Organization

(3 sem. cr.) Through a review of modern computer systems and the social and economic issues related to their use, this course introduces the conceptual foundations for designing, developing, and deploying large-scale management information systems. It investigates the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making.

ITEC 6120 - Operating System and Network Architecture

(3 sem. cr.) The infrastructures of operating systems and networks are the fundamental technologies that support enterprise information systems. Students in this course examine the

components of computer systems, their underlying operating systems, and their data communications networks. They critically investigate the services these components provide and draw implications for the large-scale enterprise. Students sharpen communication and critical-thinking skills through weekly discussions on related topics, such as modularity, abstraction, threading, virtual memory, internet protocol, atomicity, and concurrency control.

ITEC 6130 - Advanced Software Development

(3 sem. cr.) Contemporary software development principles continue to evolve. In this course, students explore contemporary software development concepts and tools. Through application assignments designed to contextualize theories presented in the course, students apply object-oriented techniques, usability principles, and design for reuse. Students have the opportunity to acquire knowledge requisite to the development of sound, maintainable, and extensible software.

ITEC 6140 - Data Modeling and Database Design

(3 sem. cr.) Data is the lifeblood of nearly every business enterprise. Through careful planning and management, the organization can ensure that its critical data remains consistent, correct, secure, and available. This theoretical and practical introduction to relational database systems presents students with accepted practices for data modeling, database design, and implementation in a range of application contexts.

ITEC 6150 - Principles of Software Engineering

(3 sem. cr.) The principles of software engineering and software design allow for the methodical construction and controlled development of complex software systems. This course surveys the evolution and current practices of software engineering through the entire software life cycle, with emphasis on the elements that significantly influence software system quality.

ITEC 6160 - Enterprise Systems Architecture

(3 sem. cr.) Large-scale enterprise systems often rely on architectural frameworks that define their main components as well as the interactions among these components. This course surveys the principal design strategies and tools for constructing the modern information system. It identifies common vendor and open-source components, illustrating how they can create and integrate robust Web- and cloud-based services and applications.

ITEC 6170 - Fundamentals of Information Assurance

(3 sem. cr.) The principles of confidentiality, integrity, and availability of data while it is being stored, processed, or communicated guide the policies and practices of information assurance. In this course, students investigate the theory of information security and data protection, study common system risks and vulnerabilities, and follow best practices to protect computer and data assets. These practices address organizational policies, access controls, software and network design, and logging and auditing.

ITEC 6610 - Information Assurance and Risk Management

(3 sem. cr.) This course covers the security governance structure that organizations employ to manage risks. Various laws, regulations, and organizational objectives are typically mapped to organizational policies and translated into procedures, practices, standards, and guidelines. Students examine appropriate organizational structures for providing oversight and managing security throughout the enterprise.

ITEC 6620 - Information and Systems Security

(3 sem. cr.) This course provides an in-depth study of techniques for defending IT infrastructure against attack. Students explore tools for configuring and testing system and network security and examine administrative and operational countermeasures. Students discuss a range of active responses to a security breach.

ITEC 6630 - Computer Law, Crime, and Investigation

(3 sem. cr.) Security professionals need to understand the legal context of their work: Many laws apply to IT crimes, and botched investigations can have serious consequences. This course presents the types of offenses and their consequences under the law. Investigations of breaches must be conducted methodically and with great care. Students examine the various types of cyber offenses and techniques for investigating them as well as ethical uses of information and computing resources in organizations.

ITEC 6640 - Topics in High-Assurance Computing

(3 sem. cr.) Individual, group, and organizational behavior can have an enormous effect on safety and security. Because security professionals often observe that security is more dependent on people than on technology, they must have a clear understanding of human factors. This course examines advanced topics in the practice of information assurance, such as using social psychology to implement security.

ITEC 6650 - Software Systems Engineering and Requirements Management

(3 sem. cr.) This course sets software engineering in the context of systems engineering. Students discuss the role of software engineering in analyzing user needs and examine how to develop solutions while building systems involving various components. This course provides a broad perspective of the system engineering life cycle, including requirements, design, integration, transition, operation, maintenance, and support. It focuses on issues of requirements engineering such as the elicitation of requirements, analysis, specification, validation, and change management.

ITEC 6660 - Software Design and Construction

(3 sem. cr.) Software architects design software to meet desired quality attributes. They must minimize complexity while following heuristics and standards, even as they anticipate change. In

this course, students explore the fundamentals of software design. They examine key issues such as concurrency, event handling, interaction, and fault tolerance.

ITEC 6670 - Software Quality and Testing

(3 sem. cr.) Competitive organizations demand high quality software. IT professionals employ software management techniques to measure, control, and ensure software quality.This course covers software quality management processes, with a special focus on software testing.

ITEC 6680 - Software Engineering Management and Processes

(3 sem. cr.) Enterprise managers are keenly interested in implementing efficient and effective software development processes. Developments in the application of software engineering to help managers gain control over the production of software, including processes that measure progress, quality, and cost at the project and organizational levels are covered in this course.

ITEC 6900 - IT Capstone

(3 sem. cr.) This capstone course provides students an opportunity to synthesize concepts and skills in a reflective project. It builds a bridge from the academic experience to the workforce. In the context of a specific IT problem, students evaluate appropriate technologies and design a solution.

MATH

MATH 0090 - Basic Algebra♦

(5 cr.) In this course, students refresh familiarity with basic algebra concepts. Students complete lab work and quizzes on a variety of topics, including real number operations and properties, simplifying algebraic expressions, solving and graphing linear equations and inequalities, factoring polynomials, and evaluating rational and radical expressions. They also engage in activities and discussions that incorporate math study skills topics to promote student success. Through this course, students gain requisite skills needed for Intermediate Algebra or Intermediate College Math. ***Note:*** This course is not applicable toward the minimum credit requirement for graduation. The course is graded S/U.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MATH 1010 - Intermediate College Math♦

(5 cr.) Students in this course have the opportunity to gain fundamental skills needed for College Math. Through weekly lab assignments, students engage in problem solving, use of formulas, number operations and notations, exponents and exponential expressions, variation, linear and nonlinear equations and graphs, polynomials, rational and radical expressions, and basic

geometry. They also collaborate with peers through discussions in which they complete solutions to more challenging math problems. ***Note:*** This course is considered an elective.

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MATH 1020 - Intermediate Algebra♦

(5 cr.) In this course, students have the opportunity to gain requisite skills needed for College Algebra Concepts. Through weekly lab assignments, students work through algebra problems involving exponents and exponential functions, linear and absolute value equations and inequalities, quadratic and polynomial functions and their graphs, rational and radical equations, and systems of linear equations. The course also provides students with an introduction to complex numbers. ***Note:*** This course is considered an elective.

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MATH 1030 - College Math♦

(5 cr.) Students in this course are provided with accessible mathematical tools to analyze and solve real-world problems. Using these tools, students build skills in critical thinking and numerical, logical, and statistical reasoning as applied to workplace, academics, and everyday topics. They engage in conceptual and applied assignments on such topics as set theory, logic, measurement and geometry, probability, statistics, and financial literacy. Through this course, students gain the knowledge and skill to apply inductive and deductive reasoning to real-world problems in mathematics.

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MATH 1040 - College Algebra Concepts♦

(5 cr.) This course provides students with a solid foundation in key algebra skills. Students gain a thorough understanding of algebra concepts through the iterative process of working through a range of problems, including solving and graphing linear, quadratic, and polynomial functions; composing and inverting functions; analyzing rational and radical functions; modeling exponential and logarithmic data; and solving systems of equations and inequalities. Through individual lab work, collaborative activities, and discussions, students in this course cultivate perspectives and analytical skills required for efficient use, appreciation, and understanding of algebraic concepts.

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MATH 6551 - Understanding Number Systems and Operations

(3 sem. cr.) Understanding rational numbers is the foundation for understanding other critical mathematic concepts and their application to everyday life. In this course, middle-level mathematics teachers explore exciting ideas to help students determine appropriate operations for solving problems and becoming more proficient in working with factors, multiples, fractions, decimals, percents, and negative numbers. Teachers develop problem-based activities to engage students in using common algorithms and other mathematical reasoning and sense-making strategies for adding, subtracting, multiplying, and dividing rational numbers. Strategies for estimation and using the number line to represent and solve problems are also provided in this course.

MATH 6552 - Geometric Thinking and Measurement

(3 sem. cr.) Understanding the relationship among geometry and measurement and solving problems using day-to-day real life experiences can motivate and guide students‘ thinking and reasoning around these concepts. In this course, middle mathematics teachers learn strategies to connect geometric thinking and measurement to other topics and develop their own conceptual understanding of geometry and measurement by learning what it means to estimate and measure attributes of objects and how to develop fundamental measurement concepts and skills. In this course educators are challenged and supported as they engage in opportunities to foster students‘ mathematical processes, proficiencies, and habits of mind around the concepts of shape, spatial relationships, and measurement, including estimation.

MATH 6553 - Algebraic Reasoning, Functions, and Equations

(3 sem. cr.) Algebra builds on a strong understanding of arithmetic and its properties in the real number system. This course provides opportunities for middle mathematics teachers to move beyond traditional teaching of algebra to the idea of algebraic thinking as an important component of all mathematics and everyday life. The use of tools, such as manipulative materials, calculators, and other emerging technological resources, provides teachers with concrete examples of how to incorporate the *Common Core Standards for Mathematical Practice* into their teaching. The goal of this course is to deepen educators‘ understanding of the role algebra plays in problem solving and decision making to apply this knowledge to support their students in developing similar knowledge and understandings. Educators explore a range of topics, including reasoning and proof; various types of functions; multiple uses of variables; pattern recognition; mathematical modeling; estimation; and the development of linear functions from rates, ratios, and proportional reasoning.

MATH 6554 - Data, Probability, and Statistical Reasoning

(3 sem. cr.) Understanding data, probability, and statistics is critical to making sense of the vast amounts of information available in today‘s world. This course provides authentic contexts for collecting, representing, and interpreting data and reinforces essential number concepts in promoting students‘ ability to think statistically. Middle mathematics teachers focus on using data as a context for developing a variety of mathematical topics and as an important step toward understanding statistical ideas and processes. The goal of this course is to develop educators‘

understanding and pedagogical practices so that they can promote their students‘ ability to use data, probability, and statistics to better understand real-world issues and to solve a wide range of relevant and engaging problems in many contexts.

MATH 6561 - Learning and Teaching Mathematics

(3 sem. cr.) To foster high levels of learning and achievement in math, teachers must first have a deep understanding of mathematical concepts and know how best to teach them. In this course, teachers of K–8 mathematics are introduced to exciting ideas and practices to address their own learning and teaching of mathematics. Authentic and engaging mathematics experiences, including modeling, representing mathematical ideas in multiple ways, and identifying and addressing student misconceptions, are emphasized. Educators engage in effective practices for fostering students‘ ability to reason, analyze conceptual relationships, and persist in solving challenging problems. Connections across mathematics topics, skills, and levels as well as educational policies that impact the learning and teaching of mathematics are emphasized in this course. The *Common Core State Standards for Mathematics,* including the *Standards for Mathematical Practice*, and the National Council for Teachers of Mathematics (NCTM) practices are frameworks for addressing fundamental principles and skills.

MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction

(3 sem. cr.) Effective elementary mathematics instruction requires a deep understanding of numbers and operations, the real-world situations in which these arise, and how children learn these ideas. In this course, teachers refine their knowledge of the structure of the base-ten number system and how it is used in addition and subtraction. They examine various methods of multi-digit calculations, including methods commonly created by students and variations of standard algorithms. Teachers extend their own conceptual understanding by modeling mathematics visually and explaining relationships between visual representations and mathematical notation. Teachers also learn how to develop appropriate interventions by diagnosing common student misconceptions.

MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division

(3 sem. cr.) Developing students‘ mathematical habits of mind and leading them to become mathematical thinkers is an important goal of elementary mathematics education. In this course, educators extend their own understanding of the base ten number system and the relationships among addition, subtraction, multiplication, and division. Educators explore various interpretations and meanings of these operations while working with properties of multiplication, division, and proportionality. They investigate students‘ misconceptions and struggles and develop effective intervention strategies. Educators further develop their own mathematical habits of mind as they engage in challenging tasks and solve real-world mathematical problems.

MATH 6564 - Measurement, Data, and Geometric Thinking

(3 sem. cr.) Measurement and geometry are often challenging topics for elementary students, but they represent some of the most visible uses of mathematics in students‘ day-to-day lives. In this

course, educators learn strategies for connecting these topics to other mathematical concepts, including fractions, decimals, and the number system. In geometry, educators move beyond strategies for developing a familiarity with basic shapes and their properties to explore higher-order tasks that involve geometric thinking, measurement concepts, and proportional relationships. Using data as a context to support students‘ learning of these mathematical ideas, educators have the opportunity to explore real-world problems and collect, represent, and interpret data.

MATH 6565 - Understanding Rational Numbers and Proportional Reasoning

(3 sem. cr.) Understanding fraction concepts is a critical foundation for learning about proportional relationships and developing algebraic concepts. In this course, educators learn how to extend students‘ knowledge of whole numbers and basic operations—addition, subtraction, multiplication, division—to fractions and decimals. Educators learn instructional practices to help students understand, represent, develop, and engage in rational number operations with meaning, proficiency, and precision. They also investigate ways to foster deep conceptual understandings of ratios, rates, and proportional relationships, thus building in students the critical skill of proportional reasoning. Educators consider how proportional reasoning builds a bridge to the study of other important mathematical topics, including geometry, measurement, and data as well as the use of proportionality as a connecting thread throughout the elementary and middle math curriculum.

MATH 6571 - Number and Operations, Grades 6-8♦

(3 sem. cr.) In this course, educators develop their own understanding of foundational mathematics concepts by focusing on numbers and operations, including number relations, integers, fractions, decimals, and percentages. They engage in coursework that incorporates The National Council of Teachers of Mathematics (NCTM) Process Standard of representation and the use of manipulatives in mathematics instruction. Applying course concepts, educators develop an instructional plan focused on increasing students' critical-thinking skills, motivating and engaging students in learning through problem solving, incorporating real-world contexts and technology, and addressing the needs of diverse students.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MATH 6572 - Geometry and Measurement, Grades 6-8♦

(3 sem. cr.) Educators in this course develop their own understanding of geometry and measurement, focusing on such topics as classifying, defining, and comparing two- and three-dimensional geometric shapes; measuring angles and using ratio and proportion to solve problems involving scaling and similarity; and exploring area, perimeter, surface area, and volume. They engage in coursework that incorporates The National Council of Teachers of Mathematics (NCTM) Process Standards of problem solving and communication. Through this course, educators learn to help students contextualize geometry and measurement, thus helping them to understand practical applications of mathematical concepts.

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MATH 6573 - Algebra, Grades 6-8♦

(3 sem. cr.) In this course, educators develop their own understanding of algebra, focusing on such topics as patterns, relations, functions, coordinate pairs and graphing, and equations and inequalities. They engage in coursework that incorporates The National Council of Teachers of Mathematics (NCTM) Process Standard of making connections between mathematics concepts, real-world applications, and other disciplines. Demonstrating their understanding of course concepts, educators develop, implement and reflect on an instructional plan for algebra through which they incorporate real-world contexts and applications, employ assessment and differentiation strategies to address the needs of diverse students, and integrate technology to help prepare students for 21st-century demands.

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MATH 6574 - Data Analysis and Probability, Grades 6-8♦

(3 sem. cr.) Educators in this course develop their own understanding of data analysis and probability, focusing on such topics as collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; and understanding and applying basic concepts of probability. They engage in coursework that incorporates The National Council of Teachers of Mathematics (NCTM) Process Standard of reasoning and proof. Educators also learn the importance of integrating technology into the classroom. Using concepts presented throughout the course, educators complete a cumulative course project in which they work toward improving their teaching through the processes of collecting, analyzing, and interpreting data.

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MATH 6681 - Elementary Mathematics: Number and Operations♦

(3 sem. cr.) Through this course, educators develop their own understanding of foundational mathematics concepts by focusing on numbers and operations, including the base-ten numeration system, fractions, equivalence, and computational fluency. They engage in coursework that incorporates The National Council of Teachers of Mathematics (NCTM) Process Standard of representation and the use of manipulatives in mathematics instruction. Through this course, educators have the opportunity to develop their own instructional plan designed to meet the needs of diverse learners, which they implement in the classroom or a small group.

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MATH 6682 - Elementary Mathematics: Geometry and Measurement♦

(3 sem. cr.) Educators in this course develop their own understanding of geometry and measurement, including such topics as measuring using nonstandard and standard units; classifying, defining, and comparing two dimensional geometric shapes; applying transformations and using symmetry to analyze mathematical situations; and exploring area, perimeter, and surface area of basic geometric shapes and solids. They engage in a variety of assignments that incorporate The National Council of Teachers of Mathematics (NCTM) Process Standards of problem solving and communication. Employing concepts learned throughout the course, educators add to their portfolio through applied assignments on a range of topics, such as the process of measuring and the factors affecting surface area.

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MATH 6683 - Elementary Mathematics: Algebra♦

(3 sem. cr.) In this course, educators develop their own understanding of algebra, including such topics as geometric and numeric patterns, functions, symbolic notations, and basic equations. They engage in coursework that incorporates The National Council of Teachers of Mathematics (NCTM) Process Standards of connections between mathematic concepts, real-world applications, and other disciplines. Educators complete various practical assignments designed to connect theory to real-world applications on a range of topics, such as incorporating computer-based learning tools in an instructional plan.

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MATH 6684 - Elementary Mathematics: Data Analysis and Probability♦

(3 sem. cr.) Through this course, educators develop their own understanding of data analysis and probability, including such topics as collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; and understanding and applying basic concepts of probability. They engage in a variety of assignments that incorporate The National Council of Teachers of Mathematics (NCTM) Process Standard of reasoning. They also learn the importance of integrating technology in a standards-based mathematics classroom. Through this course, educators have the opportunity to evaluate and test technology tools; modify a lesson for improvement and then implement it in the classroom; and collect, analyze, and interpret data to improve practice and increase student learning.

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MEDC

MEDC 3001 - Communicating Through Media and Technology♦

(5 cr.) Technology provides a competitive advantage to those who utilize it most successfully. In this course, students learn that technology can be a valuable tool in optimizing communications for appeal and impact when combined with the use of media. Students explore all aspects of existing and newly-emerging social media and its relationship to business communication. They apply their knowledge of the dynamics of effective communications to sequenced components of a portfolio project using both media and technology for enhanced outcomes. Through this course, students work toward gaining the skills necessary to develop an effective social media plan.

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MEDC 4101 - Leveraging Emerging Media for Mass Communication♦

(5 cr.) Blogging, podcasting, social networks, wikis, web conferencing and broadcasting, and mobile messaging have become integrated means of expressing and sharing our thoughts. Students in this course will delve into these and other new technologies, developing an appreciation of their usefulness, their best applications, and their overall utility in a variety of settings. They assess and discuss a variety of topics related to social media, such as how to harness it to create demand for products, reach the intended audience, and broadcast ideals and values. Students in this course have the opportunity to develop the knowledge and ability to build a social media strategy as well as a professional website incorporating social media. *Prerequisite(s):* MEDC 3001.)

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MEDC 4102 - Emerging Media and Global Communication♦

(5 cr.) As with the use of digital media in domestic business, expanded markets—especially global markets— benefit from their use as well. Students in this course investigate how to use these new tools to establish a type of universal ―language" that cannot be established in other ways. They examine new media in a variety of global contexts, such as politics, economics, and education. Students apply concepts from the course in a project through which they practice employing new media tools to effectively reach a global arena, enhancing their own capacity and marketability. *Prerequisite(s):* MEDC 3001.)

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MEDC 4103 - Emerging Media Design♦

(5 cr.) Technology and new media continue to evolve, primarily due to interest coupled with new-found capabilities derived from 21st-century know-how. With this invitation to create, students apply their understanding of new media as a set of effective tools in the practice of communications to design a conceptual prototype appropriate to enhancing mass communications. Students learn to test, refine, and appraise their product, taking into account visual components, audience information, and user feedback. They also discuss topics of new media design with their peers and reflect on its implications in modern business. *Prerequisite(s):* MEDC 3001.)

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MGMT

MGMT 1000V - Success Strategies in the Online Environment

(3 sem. cr.) After successful completion of this course, students are prepared to use the online learning environment, Internet tools such as e-mail and Web browsers, and other techniques of online communication and interaction. Students learn about the skills required to perform successfully in the program, including writing skills, critical-thinking skills, and time management skills as well as how to use library resources and how to complete registration. Students are also introduced to student services.

MGMT 3001V - Management in the 21st Century

(3 sem. cr.) Students gain a working knowledge of the essential principles and concepts of management theory and practice. The course is structured so the students examine the interrelationships among the major business disciplines and gain a comprehensive perspective with which to organize additional study in management. Practical applications of the manager‘s role in planning, organizing, directing, and controlling are demonstrated and evaluated.

MGMT 3002 - Marketing

(5 cr.) Nearly all businesses today must find creative ways to effectively communicating their offerings and value to clients and customers. The principles and processes for this exchange are known as marketing. In this course, students examine basic marketing functions and the execution of successful marketing processes. They have the opportunity to gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including customer relationship management. Through this course, students prepare for a career in modern business as they apply the strategic planning process to a viable marketing plan for a new service or product. *Prerequisite(s):* BUSI 1002.)

MGMT 3005V - Information Systems in Enterprises

(3 sem. cr.) This course is an introduction to enterprise information systems. Students review the characteristics of enterprise information systems; their impact on the enterprise; how they fit in organizations; their current architectures, enabling tools, and project cycle.

MGMT 3104 - Accounting Principles

(5 cr.) An introduction to accounting, this course provides students with the opportunity to gain fundamental management skills as they examine the basic techniques and procedures of accounting for organizations. Students learn about the policies and procedures in an accounting system and they gain hands-on experience preparing basic financial statements. They also learn about the acceptable methods of valuing assets, liabilities, and owner‘s equity. Students assess and discuss related topics, such as how certain elements, including journals, ledgers, and trial balances, fit into the larger process of accounting. They also have the opportunity to gain appreciation for the value of computer technology in accounting. *Prerequisite(s):* BUSI 1001.)

MGMT 3105V - Global Business in the 21st Century

(3 sem. cr.) As a survey of the global business environment in the 21st century, this course introduces the basic concepts of global business activity and theory. Students are introduced to the major foreign environmental forces, focusing on strategic management issues, including competitive, financial, economic and socioeconomic, cultural, political, legal, and labor factors.

MGMT 4100 - International Business Operations♦

(5 cr.) The need for businesses to extend their operations beyond domestic borders is growing continually. This shift to globalization brings both advantages and disadvantages. Students in this course explore the major aspects of international business environments and operations and focus on the strategic and operational issues that firms face when they do business abroad. Students engage in a variety of application exercises and written assignments involving key themes, such as the political, legal, and economic challenges of operating in a global environment; the design, implementation, and control of international business operations; and the socio-cultural aspects of doing business globally. They also discuss and reflect on current issues in international business to share ideas and gain varying perspectives from their peers. *Prerequisite(s):* BUSI 2003.)

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MGMT 4109 - Management and Organizational Behavior

(5 cr.) In this course, students have the opportunity to gain an understanding of the concepts of human and organizational functioning, while focusing on the managerial problems and solutions in both domestic and transnational settings. Students examine individual perception and learning, differences in personality, career development, motivating employees, and making effective

decisions. They explore the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. Students examine the impact national culture has on leadership and management as well as the day-to-day operational issues, such as the management of diversity in the workplace. Through a diagnostic approach employing text readings, individual and case analyses, application exercises, and a final individual organizational plan, students learn course concepts and contextualize theoretical content. Ideally, this course is suited to individuals either currently operating in an international environment or contemplating doing so. *Prerequisite(s):* BUSI 1001 or BUSI 1002.)

MGMT 4109V - Management and Organizational Behavior

(3 sem. cr.) The focus of this course is on human behavior in the context of the organization in a domestic and/or a transnational setting. Students completing this course gain an understanding of the concepts of human and organizational functioning with emphasis on application of these concepts to managerial problems and solutions in both domestic and transnational settings. In the course, students examine individual perception, attribution, and learning; differences in personality; career development; motivating and rewarding employees; and making effective decisions. The course also provides an overview of ethics and the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. By focusing on the elements of national culture, students examine the impact culture has on leadership and management as well as the day-to-day operational issues endemic to transnational and global businesses. Finally, students investigate the management of diversity in the workplace, especially in a transnational and global setting. Learning is accomplished through a diagnostic approach employing text readings, individual and case analyses, quizzes and exercises, and a final individual organizational plan. The course is ideally suited to current potential managers either presently operating in an international environment or contemplating doing so.

MGMT 4140V - Marketing Management

(3 sem. cr.) The course is designed to instruct students in creative decision making for market mix, channels of distribution, and industrial and international marketing. Special emphasis is on the development, organization, implementation, and control of the marketing plan.

MGMT 4141V - International Marketing

(3 sem. cr.) Students are introduced to the world of international marketing. Students explore cultural, legal, technological, and financial aspects of various countries. In addition, students learn to apply the tools of the marketing management process to the international environment.

MGMT 4401 - Management and Organizational Behavior♦

(5 cr.) In this course, students have the opportunity to gain an understanding of the concepts of human and organizational functioning, while focusing on the managerial problems and solutions in both domestic and transnational settings. Students examine individual perception and learning, differences in personality, career development, employee motivation, and effective decision making. They explore the ethical issues faced by domestic and transnational organizations and

managers, social responsibility, communications, motivation, and leadership. Students examine the impact national culture has on leadership and management as well as the day-to-day operational issues, such as the management of diversity in the workplace. Through a diagnostic approach employing text readings, individual and case analyses, application exercises, and a final individual organizational plan, students learn course concepts and contextualize theoretical content. Ideally, this course is suited to individuals either currently operating in an international environment or contemplating doing so. *Prerequisite(s):* BUSI 1001 or BUSI 1002.)

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MGMT 5101V - Capstone

(3 sem. cr.) The capstone course is designed to bring together the knowledge gained through the entire concentration program, and permit students to demonstrate competency and mastery in the various course competencies. The major focus in the capstone course is a strategic case study. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. The course is designed to permit students to demonstrate their understanding and competency in complex problem identification and solution.

MGMT 6100 - Managing and Leading: A Contemporary Approach♦

(3 sem. cr.) Students in this course explore contemporary management concepts and practices to gain a foundation for building the skills and knowledge necessary to be an effective and ethical manager in a global and interconnected environment. Students examine and contrast management and leadership theories and practice. They also explore keys to success in the program, including setting goals; establishing priorities; managing time; communicating effectively and working in online settings; and giving, receiving, and using constructive feedback and reflection. Students are also provided with a brief introduction to Walden University, graduate studies at Walden and related processes and policies, the M.S. in Management program, and the essentials of scholarly writing.

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MGMT 6110 - Critical Thinking for Effective Management♦

(3 sem. cr.) Managers encounter a variety of challenges on a daily basis, which require the ability to employ existing tools and strategies to strategically communicate with individuals and the organization at large and to understand the different types of attitudes and values of others. Individuals with these skills are most successful when their efforts are coupled with the ability to think critically and analytically. Students are provided with the opportunity to improve their overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, students sharpen their diagnostic-reading skills and learn to construct effective, ethical, evidence-based arguments, which are

fundamental capabilities of effective managers. They also examine common fallacies in thinking and reasoning as well as the rhetorical use of language to formulate convincing and effective arguments.

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MGMT 6120 - Negotiation and Conflict Resolution♦

(3 sem. cr.) Effective business practice requires the ability to handle important negotiations, from internal disputes to international mergers, as well as the knowledge of methods and tools to prevent, manage, and break inherent conflict. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. They engage in hands-on, practical exercises in general contingency thinking and action approaches, negotiation and bargaining strategies, and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

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MGMT 6130 - Developing People and Managing Teams♦

(3 sem. cr.) Business managers possess an important role in developing the people for whom they are responsible and in creating and sustaining effective teams in complex and diverse organizational settings. Students in this course explore this role while focusing on developing skills and knowledge required to obtain the best performance from individuals in order to achieve goals and create positive environments. They also consider and discuss the ethical and legal implications of managing individuals and teams. Students examine the challenges of managing a diverse workforce, including issues that arise from cross-cultural differences and virtual work settings. Through this course, students learn the importance of communication as a tool to manage internal and external relationships and practice their communication skills to prepare for an effective role in management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 6140 - Initiating and Managing Change♦

(3 sem. cr.) Today‘s business environment is constantly evolving to accommodate changes in economy, leadership, new regulations, and internal reduction and growth. Organizations require leaders who know how to work through barriers to effect positive and efficient organizational change. Students in this course learn about situations that constitute and require such change. They engage in a variety of assignments through which they explore effective strategies for initiating change and anchoring change into corporate culture to achieve organizational goals as well as for managing unplanned or unwelcome change. Students explore a variety of approaches

and methods to transition individuals and organizations within evolving environments. They distinguish between reactive responses and proactive responses to change and examine the implications of culture, inertia, and uncertainty. Additionally, students explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

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MGMT 6150 - Creating Sustainable Solutions Through Systems Thinking♦

(3 sem. cr.) Leaders in business must often take creative approaches to solve problems. Systems thinking is a popular method of problem solving because it allows leaders to see how problems interrelate and influence one another, which often leads to optimal, sustainable solutions. Students in this course can expand their perception of problem solving and stimulate positive social change on important global issues by exploring systems thinking as a process whereby problems are viewed as individual components within a larger system. The course provides a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Students use systems thinking tools to model single-, double-, and multiple-loop feedback systems, at the micro and macro levels of analysis. In addition, students learn about scenario building and examine how the practice of systems thinking provides a foundation for creating sustainable outcomes for organizations and society.

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MGMT 6160 - Using Data and Information to Solve Problems♦

(3 sem. cr.) There are multiple approaches to practical managerial problem solving that are rooted in the systematic collection, analysis, and display of relevant data and information. In this course, students examine the importance of data, beginning with the process of transforming information into data, and then focusing on the best methods for presenting data. Students evaluate common misinterpretations or errors in working with data and determine how to detect data presented in a deceptive manner. Students explore the basic tools used by quality, Six Sigma, and lean-method practitioners. They learn how they can use these analytical-thinking practices to improve their general managerial decision-making skills. They also practice their communication skills through small group discussions on a variety of topics, such as the relationship between data and information, effective problem-solving attitudes and capabilities, production processes, data deception, and survey sampling.

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MGMT 6170 - Budgeting and Resource Allocation♦

(3 sem. cr.) Managing business processes often involves careful planning and forecasting, taking into account many factors, such as expenses, investments, and often times, unforeseen financial obligations. Students in this course explore the role of budgeting and resource allocation along with related processes within the organizational context. They examine processes related to managing budgets and strategies to read and communicate effectively the often complex financial information related to unit and organizational performance. Students also explore and discuss the implications of resource availability as well as methods to plan for and prioritize the use of resources, while considering ethical issues related to sustainability and resource scarcity.

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MGMT 6180 - Managing Organizational Performance♦

(3 sem. cr.) In this course, students focus on the challenges and opportunities for managers to create value and to increase organizational performance. Building on concepts, such as skill-based strategy and human capital development, the theory of constraints, and value innovation, students explore and exercise various strategic-thinking perspectives and tools designed to improve and sustain organization-wide performance. Students also evaluate the different stages through which organizations transition to failure and examine methods for recognizing and halting negative trends.

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MGMT 6600 - Introduction to Human Resource Management♦

(4 sem. cr.) This course focuses on the links between human resource management and the business/strategic issues important to organizations. Topics include human resources‘ strategic role and measured outcomes; employment law; recruitment and selection; workforce planning and talent management; performance appraisal and feedback; compensation, benefits, and total rewards; occupational health, safety, and security; employee and labor relations; and human resource information systems.

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MGMT 6601 - Strategic Human Resource Management

(5 cr.) Despite common misperceptions, human resource (HR) managers are tasked with more than hiring, firing, and managing employee benefits. In this course, students learn why it important for a company to adjust to the varying needs of both domestic and international clients as well as how HR management helps to ensure this happens through various activities, including sourcing in a global environment. Students examine how HR management functions

and activities can be the key to long-term business success, strategically aligning corporate goals with those of stakeholders and all major areas of a business, including marketing, finance, technology, and operations. They compare and contrast HR management strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards. Students also evaluate the impact such strategies have on employee motivation and retention.

MGMT 6610 - Leading Strategic Initiatives for Growth and New Value♦

(3 sem. cr.) This course focuses on the challenges and opportunities in leading organic growth and value innovation initiatives. Building on concepts such as skill-based strategy, organic growth, and value innovation, learners will examine the leadership challenges of developing new value and growth opportunities for organizations as they explore and exercise various analytic strategic-thinking perspectives and tools that relate to the development and implementation of potentially successful and innovative organizational strategies.

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MGMT 6611 - Business Operations: Systems Perspectives in Global Organizations♦

(3 sem. cr.) This course immerses students in the ways in which business operates in a global environment. Topics include supply chain management, process management, quality, innovation, forecasting, and decision-making in a global operations environment. Course assignments focus on the practical application of writing, creative, and critical-thinking skills and the integration of professional practice at the doctoral level.

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MGMT 6620 - Leadership for the Contemporary Organization♦

(3 sem. cr.) This course focuses on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management, such as those affecting the organization, the project, and the employee. Students also explore contemporary thinking about leadership and its importance in today‘s business world.

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MGMT 6621 - Personal Leadership: Mentoring and Coaching♦

(4 sem. cr.) This course will help students understand and apply skills of effective mentoring such as active listening, learning, empowering, enabling change, and using feedback to create interactive dialogue and deeper understanding. Mentoring requires an understanding and

integration of many leadership, interaction, and communication theories that support the development of effective leaders.

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MGMT 6630 - Strategies for Advancing Innovation and Technology♦

(4 sem. cr.) This course addresses important management challenges that are typical in today‘s technology-based businesses. The course emphasizes topics such as how to align business needs with technology solutions, how to identify new opportunities or applications for technology, and how to manage the related processes to ensure that technology solutions enhance an organization‘s competitive position.

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MGMT 6631 - Strategies for Implementing Innovation and Technology

(4 sem. cr.) This course focuses on innovation and technology management and supporting processes. In addition, students examine how technology solutions are affected when the context is global in scope.

MGMT 6640 - Leadership in a Global Landscape♦

(3 sem. cr.) This course examines the implications and challenges faced by leaders as people from different cultures and social structures and with different religions and languages participate in a globalized landscape and workforce. Learners will develop an understanding of the interrelatedness of nations in the global economy, explore the changing nature of international business and leadership, and evaluate the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration.

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MGMT 6641 - Applications in International Business♦

(4 sem. cr.) This course introduces students to how institutions, organizations, and culture shape uniqueness in regional market and business practices. Students are exposed to the functioning of global organizations that shape the global business climate. Students explore the drivers of internationalization, barriers and pitfalls, and best practices in international business.

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MGMT 6650 - Foundations in Project Management♦

(4 sem. cr.) This course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management; project organizations and leadership; project team building; requests for proposal (RFPs), proposals, and contracts; techniques for project scope definition, work definition, estimating, scheduling, risk management, control, and closeout; the Project Management Organization; project management methodology; and project selection/portfolio management are covered. Students explore these concepts in the context of real-world problems. ***Note:*** There is a special technology requirement for this course requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version of this software available. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Because Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be prepared to use a PC during this course or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

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MGMT 6651 - Project Management Skills for Managers

(4 sem. cr.) Increasingly, the ―soft" skills of project management are recognized as key to improving its practice. This course explores best practices and research results on how best to practice project management in today‘s organizations in the context of real-world problems. Students also examine how project management applies in a global context *(Prerequisite(s):* MGMT 5540.) ***Note:*** There is a special technology requirement for this course requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version of this software available. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Because Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be prepared to use a PC during this course or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

MGMT 6660 - Framing and Analyzing Problems: Research Strategies for Leaders♦

(3 sem. cr.) This course is designed to promote the learner‘s ability to think critically, with a long-term view, about identifying and analyzing problems, data interpretation, and decision-making, while avoiding common decision errors that occur because of faulty, deep-seated mental models. Students will also review fundamentals of scientific research, including the application of qualitative and quantitative research methods in understanding leadership phenomena.

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MGMT 6661 - Applied Research Methods—Qualitative and Quantitative

(3 sem. cr.) This course focuses on students‘ acquisition of substantive, foundational knowledge of the philosophy of science, including the construction, use, and critique of concepts and theories. Qualitative and quantitative frameworks for inquiry are introduced. Ethical, social, and political aspects of conducting research and producing knowledge for practice are examined. Quantitative designs covered include experimental and quasi-experimental, survey, causal-comparative, evaluation, and existing action research. Qualitative designs include case study, phenomenology, grounded theory, and ethnography. Assignments consist of knowledge demonstration and problem-solving for professional practice. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice at the doctoral level.

MGMT 6671 - Global Perspectives With Study Abroad Seminar

(4 sem. cr.) This course builds on a one- to two-week seminar experience where students are immersed in the business environment and culture of another region. Students use their experience in conjunction with other resources to develop a robust understanding of doing business in a global environment.

MGMT 6680 - Individual and Organizational Commitment to Social Responsibility♦

(4 sem. cr.) In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Special emphasis is placed on helping learners develop the ability to practice social responsibility as part of their daily work. This provides opportunities for leaders to take into account the role they can play in effecting change and growth without doing harm through unintended byproducts and outcomes.

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MGMT 6681 - Social/Environmental Entrepreneurship and Sustainable Development♦

(4 sem. cr.) In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of both the micro-level community and the world at large. This course helps prepare the learner to build new organizations that solve problems within a systems context and to build into their approach to planning, operations, and decision-making a global awareness that begins within their local community and extends far beyond. New venture-plan outlines are drafted, focusing on social and environmental entrepreneurship issues

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MGMT 6690 - U.S. Healthcare Delivery System♦

(3 sem. cr.) This course provides the student with an understanding of the structure and components of health services and the health services delivery system in the United States. The components of the system, including patients, organizations, healthcare professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology are identified and described, including the continuum of health services such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, the course provides an abbreviated history of health and health services in the United States and addresses the nature of a population‘s illnesses and diseases. Contextual factors and challenges that are linked to the healthcare delivery system are addressed, and the impact of these challenges on the delivery of services and healthcare management are explored.
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MGMT 6691 - Health Economics

(3 sem. cr.) This course examines the application of economic principles to healthcare managerial decision-making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. In this course, students will advance their knowledge of economic principles as reflected in the population‘s demand for healthcare/medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

MGMT 6692 - Financial Management♦

(3 sem. cr.) This course introduces the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. Students gain an understanding of the important role of finance in healthcare organizations, as well as learn various techniques to develop, manage, and control finances. Using an applied approach in learning about healthcare finance, the course enables students to learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students will develop portions of a business/financial plan using these techniques, and will analyze the viability of their business/financial plan using accepted financial management tools.

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MGMT 6695 - Health Policy and Economics

(3 sem. cr.) This course examines the application of health policy and economic principles to healthcare managerial decision-making. Students will gain knowledge of the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Key policy initiatives related to cost, quality, and access are explored. Students also will advance their knowledge of economic principles, such as supply, demand, and the determination of market price.

MGMT 6900 - Capstone: Practicing Managerial Decision Making

(3 sem. cr.) Students in this course are provided with the opportunity to synthesize management content, theory, and practice to create their personal visions and goals. Students assess existing research and methods, reflect on their current approach to management, and purposefully plan for a future as a management professional who affects positive change. Students produce individual treatises that include essays on their values, beliefs, strengths, and weaknesses, which serve as a foundation for continued professional growth and development; thus, students become better equipped to meet the management challenges of an uncertain tomorrow.

MGMT 8000 - Foundations for Ph.D. Study♦

(6 cr.) Completing a doctoral degree is a challenging task, but often leads to significant rewards, such as the chance to effect positive change in a chosen area of study. Students in this required course are introduced to the expectations of doctoral-level study in Walden University‘s School of Management. Students learn about academic protocols, academic integrity, and essential foundational skills, such as critical thinking, scholarly writing, inquiry-based analysis, and time management. They explore and practice using important resources, such as the Walden University Library and Writing Center. Students also develop their Professional Development Plan (PDP), which serves to help students remain on track to complete their degree in a way that lends to achieving personal, professional goals. Through this course, students gain an understanding of the importance of a Ph.D. in professional practice and scholarship.

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MGMT 8010 - Management in Human and Societal Development♦

(8 cr.) What is the scope and nature of human knowledge and how it is incorporated into knowledge-based organizations? This course provides students with the opportunity to address such questions and explore the purpose of inquiry, in addition to the wide spectrum of intellectual resources available. It also assists students in recognizing linkages among disciplines and ways in which they can create a personal contribution to an organization. Through a review

of multidisciplinary theories of human and societal development, particularly those that contribute to seminal concepts in the field of management, students explore and discuss the processes by which knowledge is generated and inquiry in the field of management is advanced. *(Prerequisite(s):* MGMT 8000.)

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MGMT 8020 - Managing Organizational Systems and Complexity♦

(8 cr.) Effective managers in complex organizations often use core concepts of systems theory to analyze and execute change within their organizations. Students in this course examine these concepts, including both seminal and current approaches to systems thinking, self-organizing systems, and complexity. Using processes of systems thinking, mental models, mind mapping, analysis of assumptions and limitations, and relationship mapping, students engage in hands-on application assignments through which they analyze existing organizations and develop plans for change. Students also have the opportunity to reflect on the concepts presented in the course and to contemplate how they can apply this information to effect complex adaptive change in their field. *(Prerequisite(s):* RSCH 8100Z.)

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MGMT 8030 - Management of Decision Making♦

(8 cr.) Often times, the tools used to make complex managerial decisions are the same resources employed in everyday decision making. Understanding these tools and practicing the skills needed to make effective, timely decisions with sustainable results is a valuable outcome of this course. Students examine and discuss competing paradigms of individual and group decision making, which include both seminal and current research related to rational and behavioral decision-making theories, among others. Students also explore how these approaches differ in their impact on ethics, group dynamics, risk assessment, and leadership responsibilities. *(Prerequisite(s):* MGMT 8020.)

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MGMT 8100 - Dissertation Mentoring

(0 cr.) The purpose of this course is to assist doctoral students in making steady progress toward their degree. Students use this course as a forum for ongoing exchange of ideas, input, and feedback with peers and their faculty mentor. Gaining tools needed for success in completion of their dissertation, students practice with various research methods and data-gathering techniques; determine best practices; and explore the various resources, including the Walden University Library, Writing Center, and Research Center. On a quarterly basis, students also prepare a

progress plan and submit a progress report to help stay on track for successful completion of their degree. *(Prerequisite(s):* MGMT 8990 and RSCH 8200Z.)

MGMT 8410 - Leadership, Influence, and Power♦

(4 cr.) Power is often thought of as the lifeblood of leadership. Students in this course review the varieties of power and their functions. They analyze and synthesize research, focusing on how leaders influence others through the tools they have at their disposal, including aspects of personality and character that serve to help effectively influence others. Students also explore the full spectrum of leadership behavior from autocracy to emergent consensus and how rights and powers are distributed to people in order to achieve their responsibilities in an organization. Practicing doctoral-level skills, students also engage in scholarly writing assignments, such as the preparation of a literature review, lending to a significant research topic, problem, and research question. *(Prerequisite(s):* MGMT 8030.)

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MGMT 8420 - Challenging Conventional Leadership♦

(4 cr.) A desirable trait of modern managers and leaders is the ability to assess multiple perspectives and the confidence to assert change if needed. Conventional organizational structures and leadership behavior represent one, albeit the dominant, set of expectations based on widely understood assumptions and practices. Students in this course are provided with the opportunity to diverge from conventional leadership ideology and behavior through exploration of alternative models and lessons from a full spectrum of human organizations, such as utopians and reformers as well as intentional organizations and social experiments. Students analyze these organizations on a global level for new and promising methods, principles, and systems that may be applied and add value to local organizations. *(Prerequisite(s):* MGMT 8030.)

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MGMT 8430 - The Changing Face of Leadership—Diverse Perspectives♦

(4 cr.) Leadership in a global context with transnational organizations requires an understanding of the differences that exist among people as employees, colleagues, and customers. Students in this seminar course are introduced to advanced research topics in leadership and organizational behavior as they relate to the challenges of leading in internationalized, cross-cultural, and diverse contexts. Students analyze theories of cross-cultural practice, diversity in thinking, culture and belief systems, and stakeholder management. They actively engage in identifying potential research topics for their dissertation and explore the ethical and social change dimensions of the topics under study. *(Prerequisite(s):* RSCH 8300Z.)

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MGMT 8440 - The Socially Conscious Leader♦

(4 cr.) Socially-conscious leadership involves the use of widely diverse psycho- and socio-graphic sensibilities regarding stakeholder interests and those of the larger society. In this course, students learn how to harness such awareness and examine the pursuit and distribution of profit, the mission of the organization, the methods of management, and organizational growth and restructuring to achieve new strategic objectives. They explore the nature of leadership in the context of a stakeholder environment with ―triple bottom line" responsibilities—profit, sustainability, and social justice. They also study the nature of formal and informal relationships among people and between an organization and the community(s) in which the organization does business. This course presents students with the opportunity to gain skills necessary to understand the motives as well as the impact of organization and leadership failure. *(Prerequisite(s):* RSCH 8300Z.)

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MGMT 8450 - Crafting and Responding to Change♦

(4 cr.) What are some of the advantages of various change models, how do organizations employ these to respond to change, and why is change important to an organization? Students in this course have the opportunity to answer such questions as well as to develop original ideas for change management and response. Students use traditional leadership methods and strategies to explore how the need for change is perceived, understood, and managed, and how change manifests itself from external and internal sources. They also learn ways that that they can use change techniques to mobilize an organization to make effective transitions. Engaging in scholarly inquiry, students use a whole systems and network perspective in relating change to internal and external contingencies. *(Prerequisite(s):* RSCH 8250Z, RSCH 8350Z, or RSCH 8450Z.)

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MGMT 8510 - Managing E-Commerce Management Information Systems♦

(4 cr.) Students in this course are provided with broad coverage of information systems management concepts and trends underlying current and future developments as well as principles for providing effective implementation of information technology. Students assess strategies associated with both sides of the electronic commerce world: e-commerce solutions for existing companies and e-business concept development for venture startups. Assessing a variety of case studies, students contextualize their study through the evaluation of emerging theories and practices of e-commerce strategies. As the course progresses, students develop and define their position on a variety of e-commerce information systems current issues and then engage in online discussions to share and defend their analysis. *(Prerequisite(s):* MGMT 8030.)

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MGMT 8520 - Organizational Performance Improvement♦

(4 cr.) What is business process redesign and how can it be used to achieve improvements in performance measures? Students in this course are provided with the opportunity to investigate such questions and survey a wide array of current literature from experts in the field. Students learn about the concepts of performance improvement and process re-engineering. They work toward achieving high-level improvements in organizational performance through redesigned business processes and the use of information technology to re-engineer an organization. Students analyze the data required for organizational performance improvement and then develop and present a report or case study of an organizational setting in the context of performance analysis and improvement. Students also engage in discussion assignments to share ideas and perspectives with peers and to reflect on weekly topics. *(Prerequisite(s):* MGMT 8030.)

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MGMT 8530 - Managing Projects in Complex Environments♦

(4 cr.) In consideration of the growing complexities of the global business environment, there is a pressing need for leaders with diverse skill sets who know how to see a project through a multitude of challenges in a rapidly changing business environment. Students in this course explore the theory and practice of how to manage projects in such environments. Through extensive reading and literature review, students assess effective project management styles, critical factors for project success, organizational support systems that enhance projects, earned value analysis, the maturity of modern project management, and ethics in project execution. They also examine critical issues of budgeting, schedules, technical planning, and control methods, and they investigate the function of project management software in anticipating and managing the challenges of complex environments. *(Prerequisite(s):* RSCH 8300Z.)

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MGMT 8540 - Systems Analysis, Design, and Implementation♦

(4 cr.) Students in this course are provided with the opportunity to examine the analysis, design, and development of computer-based information systems to enhance their knowledge base in software engineering. They compare the key characteristics of object-oriented methodologies with traditional methods for an understanding of how various types of systems require different software engineering techniques. Students learn about the life-cycle concept and related activities, including information requirements determination, prototyping, detailed systems design, development, testing, and implementation strategies. Collaborating with peers, students

sharpen analytical and communication skills as they engage in weekly discussions on a variety of topics, such as software processes, design and implementation, dependability and security, and general issues related to software engineering. *(Prerequisite(s):* RSCH 8300Z.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8550 - Security Management and Risk Assessment♦

(4 cr.) Reliable, secure transfer of information is vital to the operation and management of all businesses. The information transfer process, however, has presented a series of challenges as modern technology and the Internet have transformed the way business is conducted. Students in this course examine the need for security measures, policies, and careful assessment to ensure data integrity in electronic commerce. They explore management aspects of information security from a business perspective as well as the implications of information security risks faced by organizations. Students learn ways to identify threats and implement safeguards on corporate networks and the Internet. They also explore topics on the return on security investment, business continuity planning, development of security policies, and information security auditing. *(Prerequisite(s):* RSCH 8250Z, RSCH 8350Z, or RSCH 8450Z.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8600 - Applications of Current Topics in Management♦

(4 cr.) In this course, students have the opportunity to explore contemporary topics in management and leadership specific to their specialization. Preparing to write their dissertation proposal, students apply knowledge acquired and practices developed in previous courses to current research for the purpose of achieving positive social change in an organization. Each semester, the faculty member teaching this course determines specific topics and current issues on which students should focus. *(Prerequisite(s):* MGMT 8991.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8610 - Financial Decision Making for Individuals and Firms♦

(4 cr.) All responsible leaders consider the fiscal implications of the decisions they make on a daily basis, such as those involving growth, sustainability, and employee issues. In this course, students are provided with a survey of fundamental concepts in financial decision making, primarily at the individual and firm level. Students examine core principles, such as the time value of money, decision making under conditions of uncertainty, valuation, and capital budgeting. They also explore the legal, ethical, and global dimensions of individual- and firm-level financial economic decision-making theories and practices. Students gain hands-on practice using modern financial tools to evaluate case study scenarios and collaborate with peers to practice conducting and presenting research on a specific topic. *(Prerequisite(s):* MGMT 8030).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8620 - Financial Markets: Risk and Return, Capital Structure, and International Dimensions of Finance♦

(4 cr.) Students are provided with the opportunity to augment their core financial knowledge base through a survey of fundamental concepts in financial decision making in which markets affect firm decisions and societal outcomes. Through a variety of practical application assignments, students learn about the role, impact, and limitations of financial markets in society and how risk and return for firms is mediated and moderated by agency effects, information asymmetries, and both rational and irrational aspects of market behavior. Students examine the structure of international capital markets. They also explore and discuss the legal, ethical, and global dimensions of firm- and market-level financial economic decision-making theories and practices. *(Prerequisite(s):* MGMT 8030).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8630 - Corporate Financial Management♦

(4 cr.) How do corporate managers decide which investments add the most value to their company? Using previously acquired knowledge of financial analysis and decision making, in addition to new concepts presented in this course, students have the opportunity to answer this question, as well as to understand the reasoning behind such valuation. Students engage in a variety of group activities, discussions, and writing assignments on advanced research topics related to corporate finance, including the sourcing and deployment of capital, corporate risk management, short- and long-term financing, and product-market interactions. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the legal, ethical, and global dimensions of corporate finance theories and practices. *(Prerequisite(s):* RSCH 8300Z or AMDS 8427).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8640 - Valuation of Assets, Entities, and Opportunities♦

(4 cr.) Experienced investors and managers understand that market prices may be misleading; therefore, they often use valuation theories and methodologies to help them determine the intrinsic value of assets. Students in this course are introduced to advanced research topics related to the valuation of assets, entities, and general opportunities. Students engage in group activities, discussions, and writing assignments on the valuation elements of mergers and acquisitions; options; international asset pricing; valuation of intangible assets, such as human resources; and capital budgeting and valuation with leverage. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the

legal, ethical, and global dimensions of valuation in finance theories and practices. *(Prerequisite(s):* RSCH 8300Z or AMDS 8427).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8650 - Financial Analysis, Planning, and Forecasting♦

(4 cr.) Competitive advantage and corporate sustainability depend profoundly on the financial decisions managers make. These decisions are based on information processed and evaluated using established theories. These theories as well as the forecasting models used by contemporary financial planners and investors are introduced to students. Students engage in a variety of group activities, discussions, and writing assignments on advanced research topics related to financial management planning, forecasting, and decision making. They explore econometric and time series analysis, cash flow, inventory, supply chains, sales forecasting, and both short- and long-range financial planning modeling. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the legal, ethical, and global dimensions of forecasting and financial planning and analysis. *(Prerequisite(s):* RSCH 8250Z or RSCH 8350Z or RSCH 8450Z.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8710 - Organizational Behavior and Effective Human Resource Management♦

(4 cr.) Human resources are the heart of an organization; therefore, their behavior, expectations, and needs should be among the factors at the forefront of managers‘ interests. Students in this course explore advanced research topics in organizational behavior, including the implications for effective human resource management with a focus on individual, group, and organizational behavior. They engage in group activities, discussions, and writing assignments on individual differences in employee motivation and job satisfaction; group development; team building; organizational leadership; and organizational design, change, culture, and development. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter. *(Prerequisite(s):* MGMT 8030).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8720 - Strategic Thinking for Effective Human Resource Management♦

(4 cr.) One of the main responsibilities of human resource managers and organizational leaders is to employ human resources (HR) to align with an organization‘s needs and goals, moving the organization toward competitive advantage and sustainable success. Students in this course are introduced to advanced research topics in the strategic management of HR within a systems

thinking and metrics-based performance measurement context. Students engage in a variety of group activities, discussions, and writing assignments on the analysis of resource-based theories of organizational performance; strategic management; and HR strategy, planning, and management (including succession planning). Students also discuss the role of metrics, knowledge management, and human resource information systems in supporting HR and organizational strategies in global markets. Through extensive reading and literature review, students explore global and ethical dimensions of course topics and identify potential HR research topics for their dissertation. *(Prerequisite(s):* MGMT 8030.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8730 - The Development of Human Capital Within Organizations♦

(4 cr.) How do organizational leaders determine who to hire and in what ways do they ensure that capable employees are sustained and managed in a way that guarantees high performance and organizational achievement? Students in this course have the opportunity to answer such questions through the examination of advanced research topics, including the development and management of human capital within organizations. Students engage in group activities, discussions, and writing assignments on human resource concepts related to training and development, rewards and compensation, individual performance management, the role of human resources with individuals for global positions, and organization-wide succession planning. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter. *(Prerequisite(s):* RSCH 8300Z or AMDS 8427).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8740 - The Legal, Ethical, and Cultural Environment of Human Resource Management♦

(4 cr.) Considering global-level expansion, issues of diversity, and traditional ethical issues, nearly all organizations must follow a host of laws and regulations; it is the responsibility of managers to know these guidelines for the welfare of employees and stability of the company. Students in this course explore advanced research topics that address the legal, ethical, and cultural environment, both internal to organizations and more broadly. They engage in group activities, discussions, and writing assignments on the analysis of the regulatory environment in which human resource (HR) professionals must operate, HR management‘s role in communications, management of diversity and inclusion, and promotion of justice within organizations. Through extensive reading and literature review, students engage actively in identifying potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter. *(Prerequisite(s):* RSCH 8300Z or AMDS 8427).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8750 - Human Resource Management and Its Role in Labor Relations, Negotiation, and Conflict Resolution♦

(4 cr.) Human resource (HR) managers bridge the gap between employees and management, creating a challenging relationship requiring the ability to recognize and assess conflict, communicate strategically and effectively, and negotiate for resolutions. Students in this course explore this relationship and examine advanced research topics in labor relations, negotiation, and conflict resolution. They engage in group activities, discussions, and writing assignments on a variety of topics, including the HR role in designing and managing conflict resolution processes beginning with mediation and negotiating with labor and other major human resource constituencies. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter. *(Prerequisite(s):* RSCH 8250Z or RSCH 8350Z or RSCH 8450Z).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MGMT 8990 - Developing a Prospectus

(2 cr.) The prospectus is a brief document that helps students organize, delineate, and make decisions regarding their final dissertation and appropriate research methodology. Students in this course are provided with the opportunity to design the prospectus in collaboration with program colleagues and mentorship from a course instructor. Students learn best practices for developing the prospectus and analyze examples of past documents. Students refine their doctoral study questions and explore research methods and project types that they may incorporate into their dissertation. Finally, students engage in the iterative process of writing the prospectus, incorporating feedback from peers and the course instructor. Ultimately, the prospectus is offered by students as a document for review for consideration by potential mentors for their dissertation. *(Prerequisite(s):* RSCH 8300Z.)

MGMT 8991 - Writing a Proposal

(4 cr.) The proposal is the first three chapters of a dissertation; it establishes the rationale for conducting the study, includes a review and analysis of relevant literature, and describes the study‘s design and methodology. All previous work throughout the program is integrated, providing students with the opportunity to design a proposal in collaboration with members of their dissertation committee and committee chair. The development of a proposal feeds the final dissertation, allowing students to incorporate feedback from the course into the completion of their dissertation. Students often prepare multiple revisions of their proposal, requiring approval from Walden‘s Institutional Review Board (IRB). Students present their final proposal to their committee via an oral presentation. *(Prerequisite(s):* RSCH 8250Z, RSCH 8350Z, or RSCH 8450Z.)

MGMT 9000 - Doctoral Dissertation

(20 cr.) The final dissertation demonstrates students‘ scholarly ability to examine, critique, and synthesize knowledge, theory, and experience, so that new ideas can be tested; best practices

identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, the dissertation is a rigorous inquiry that results in new knowledge, insight, or practice, demonstrating its efficacy in the world of management. Students design personal best practices for completing their dissertation within a designated context. They also select their committee members with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final paper. Ultimately, every dissertation should make a fresh contribution to the field of practice in the management environment. *(Prerequisite(s):* All other courses in program.)

MHRM

MHRM 6100 - Foundations of Human Capital Development♦

(3 sem. cr.) The field of human resource (HR) management continues to evolve and is becoming central to the strategic health of organizations. This course establishes a foundation of knowledge centered on the exploration of a framework of human capital development that students can use as a baseline for enhancing the practice of human resource management. Students explore keys to success in the program, including goal setting and priority establishment, time management, the basics of effective communication, the use of feedback and reflection, and effective work in group or virtual settings. This course also provides students with a brief introduction to Walden University, graduate studies at Walden and related processes and policies, the M.S. in Human Resource Management program, and the essentials of scholarly writing.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6110 - Talent Management

(3 sem. cr.) One of the most important assets of an organization is its talent, in other words, its human capital. However, too often there is little planning or strategy applied to the creation and management of this huge asset. In this course, students have the opportunity to develop the skills and knowledge to create and work effectively within a talent management and planning process. They explore recruiting strategies within a human capital development context and focus on building specific skills in managing an organization‘s talent through position planning, talent selection and placement, and retention. Using industry best practices, students also engage in applications and group projects to practice developing initiatives that align with organizational strategies.

MHRM 6120 - Human Resource Metrics♦

(3 sem. cr.) Understanding the specific value of the human resource (HR) capital of an organization is crucial. Metrics for HR management provide the tools for both measuring human capital value and for overseeing and managing an organization‘s human resources. Students in this course explore HR metrics as tools for organizational and individual performance improvement. They work toward establishing a foundation for the effective deployment of performance metrics as part of the recruitment, training and development, and retention of

human resources. Students learn which metrics to employ and how to manage the results—a pivotal responsibility of HR managers. Students in this course are provided with the tools to make informed decisions required to create, apply, interpret, and manage results of appropriate metrics as an HR professional.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6130 - Negotiation and Conflict Resolution♦

(3 sem. cr.) Effective business practice requires the ability to handle important negotiations, from internal disputes to international mergers, as well as the knowledge of methods and tools to prevent, manage, and break inherent conflict. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. They engage in hands-on, practical exercises in general contingency thinking and action approaches, negotiation and bargaining strategies, and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6140 - Budgeting and Resource Allocation♦

(3 sem. cr.) This course explores the role of budgeting and resource allocation along with related processes within the organizational context. Students will examine processes related to managing budgets and strategies to effectively read, interpret, and communicate the often complex financial information related to both unit and organizational performance. Students will also explore the implications of resource availability as well as methods to plan for and prioritize the use of resources, while considering ethical issues related to sustainability and resource scarcity.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6600 - Performance Management♦

(3 sem. cr.) Performance management is a set of practicies and processes that creates career opportunities to attract appropriate resources, establishes an environment that nurtures individual productivity and development, and smoothly transitions individuals to their next position or organization. Students in this course are provided with the opportunity to address these three key sets of processes. They practice writing job descriptions, selecting the right employees, developing skill-based performance standards, effecting relevant onboarding programs, and implementing educational and training programs intended to drive the success of employees and the organization as a whole. They explore how to maximize employee productivity through structured feedback, coaching, reflective performance development conversations, effective compensation models, employee recognition programs, and career development paths. Students

also examine ways to improve performance management systems by integrating feedback from the exit interviews of valued employees.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6605 - Strategic Human Resource Management♦

(3 sem. cr.) In today's organization, human resource management plays an important strategic role and increasingly contributes to its competitiveness. Students will explore how a more proactive and systemic approach to human resources addresses strategic business challenges throughout the organization---market positioning, talent acquisition, innovation, product development, quality, customer service, and operating functions. Students will see how results-based performance management is tied to the organization's strategic agenda. Students will compare different theoretical perspectives of strategic human resource management and see the value of preparing employees of the future today to create sustainable competitive advantage.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6610 - Aligning Human Resources with Business Operations♦

(3 sem. cr.) Contemporary organizations typically strive to align human resources with their functional strategies and business units, lending to the fulfillment of the short- and long-term goals of the organization. In this course, students explore the role of effective human resource (HR) professionals, who engage with colleagues that lead these operating areas and develop HR solutions that support their success. Students identify and discuss the key drivers and metrics that managers in accounting, finance, information systems, sales, marketing, distribution, regulatory, supply chain, and other operating areas within the organization employ to craft their functional-level strategies. Students discover that this knowledge is what provides HR professionals the credibility to be valued partners with functional management figures, thus helping to prepare students for the inherent challenges of the HR manager role.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6615 - Legal and Regulatory Environment of Human Resource Management

(3 sem. cr.) Successful organizations leverage their knowledge of the legal and regulatory environment to proactively develop their human resources strategy. In this course, students explore the laws that define multiple dimensions of the employer-employee relationship, including employment agreements, pay structures, personnel policies, equity, access, and dispute resolution protocol. Engaging in a variety of assignments designed to help students apply course content to real-world issues, they work toward developing business intelligence skills to track the

dynamic legal environment and work with legal partners in the organization to implement human resource strategies globally.

MHRM 6620 - Leading Vibrant and Diverse Teams♦

(3 sem. cr.) This course explores how leaders at all levels of an organization can better understand the diversity of people and perspectives in organizations and how they can work as partners in leading vibrant, diverse communities. Students will examine diversity in a myriad of contexts and will explore the particular challenges of building effective teams that are fueled by diversity.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6625 - Building Human Capital Through Training and Development♦

(3 sem. cr.) Training and development provides an organization‘s workforce the tools it needs to contribute to success. Students explore the processes of conducting a needs assessment and developing a training proposal that builds the business case for a training intervention for both individuals and groups, creating the basis for an annual training and development plan. Integrating adult and workplace learning theory into the development of training solutions, students learn how to design, implement, and evaluate the effectiveness of a training solution.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6630 - Benefits and Compensation♦

(3 sem. cr.) An organization can employ its benefits and compensation strategy to build relationships with employees and increase employee engagement, enabling the organization to sustain a competitive advantage. In this course, students explore both the technical and strategic aspects of benefits and their role in overall compensation. They learn about legally required and discretionary benefits at the individual and group level. Students also explore and discuss program structures that address global considerations, and they examine societal implications of benefits and compensation that lead to supporting sustainable business practices.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6635 - Managing Business Partner Relationships♦

(3 sem. cr.) Human resource departments are increasingly becoming networked organizations. This course will provide students with the skills needed to evaluate build-or-buy alternatives for meeting human resource needs, negotiate contracts with service providers, develop service-level agreements, and track progress of ongoing contracts. Students will examine how the human resource professional can leverage systems to integrate vendor-

supplied services such as training, consulting, recruiting, assessment, coaching, and information systems.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6640 - The Role of Human Resources in Mergers and Acquisitions♦

(3 sem. cr.) An integral component of the value created in mergers and acquisitions (M&A) is through human resources. Human resource professionals partner with senior management to support the organization before, during, and after an M&A event. Students in this course work toward developing the skills to analyze how cultural fit between organizations can impact M&A success, manage redundancy, recommend appropriate organizational structures, assess IT implications of combined payroll and benefits systems, design reward systems, and map professional development paths to retain valued resources. Students engage in a variety of application-based assignments to learn how to design and implement the communications strategy that is necessary to facilitate all M&A activities in a structured time frame.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6645 - Building Organizational Capacity Through Succession Planning♦

(3 sem. cr.) Organizations need to identify strategic talent today for their future success. In this course, students explore the processes that define an organization‘s future human resource needs, identify the gaps between today‘s resource requirements and future needs of the organization, and develop strategies to meet these needs. Through interactive discussion and practical exercises, students learn how to develop internal talent profiles, define career management tracks, conduct internal recruiting, develop comprehensive succession planning strategies, and use information technology to support these activities.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MHRM 6660 - Taking the Long View: Systems Thinking and Tools for Sustainability

(3 sem. cr.) This course focuses on building the student‘s capacity to see things systemically so that understanding the concept and reality of a system and its dependence upon all its parts drives how decisions are made. Students will use these systems thinking tools to model single-, double-, and multiple-loop feedback systems, both at micro and macro levels of analysis. Students will also develop skills in multiple-scenario analysis. The practice of systems thinking lays the foundation for creating sustainable outcomes once consideration is given to the impact of decisions and actions. Learning to plan for multiple scenarios creates highly agile responses in a very complex and always-changing world and prevents the vulnerability imposed by rapid change with no ready response on the part of leaders and organizations.

MHRM 6900 - Capstone: Human Resource Planning in Action♦

(3 sem. cr.) This integrative course allows students to synthesize knowledge gained through the program to examine how a human resource professional can direct individual and organizational performance to build an organization that delivers on its value proposition, builds sustainability, and impacts positive social change. The course is built on the fundamental idea that individual people can effect great change in organizations and communities of all sizes by changing themselves. Students will build upon this to develop an evidence-based, formally-researched, annual human resources operating plan for an organization or not-for-profit with which they are familiar.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMBA

MMBA 5501 - Managing and Leading: A Contemporary Approach

(4.5 sem. cr.) This course explores contemporary management concepts and practices to provide a foundation for building the skills and knowledge necessary to be an effective and ethical manager in a global and interconnected environment. Students will examine and contrast management and leadership theories and practice. Students also will explore keys to success in the program, including setting goals and establishing priorities, time management, the basics of effective communication, the importance of giving and receiving constructive feedback, how to use feedback and reflection, and the fundamentals of working in groups in virtual settings. This course also provides a brief introduction to Walden University, graduate studies at Walden University and related processes and policies, and the essentials of scholarly writing.

MMBA 5510 - Leading People

(4.5 sem. cr.) This course focuses on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management as those dimensions affect the organization and the employee. Students also explore contemporary thinking about leadership and its importance in today‘s business world. *(Prerequisite(s):* MMBA 5505).

MMBA 5520 - Business Operations in the U.S. and Abroad

(4.5 sem. cr.) This course immerses students in how business works in the United States and other regions of the world. Students focus on how organizations are structured and designed. Students consider various components of business, examining how functions fit together and support the organization‘s mission and goals. *(Prerequisite(s):* MMBA 5510).

MMBA 5530 - Marketing

(4.5 sem. cr.) This course provides students with an understanding of marketing and its relationship to the successful management of today‘s business organizations. It focuses on how managers assess the environment and make business decisions based on available evidence or in the face of incomplete market information and rapidly changing markets. The course also examines how to develop marketing strategies that drive profitability, such as choosing a market segment to target and deciding how to differentiate products or services from the competition‘s. Finally, the course includes an overview of marketing-mix decisions, such as how to price, distribute, and promote products or services in a way that is consistent with the selected target market and desired positioning. *(Prerequisite(s):* MMBA 5540).

MMBA 5540 - Innovation and Technology

(4.5 sem. cr.) This course focuses on how managers can make sure that they leverage technology in every possible way to achieve competitive advantages in the global marketplace. Students explore the role of information and information technology in business and learn how to identify and analyze emerging technologies including and beyond the scope of information technology. The course also focuses on the importance of technology and innovation in today‘s competitive environment. Students examine strategies to nurture innovation and cultivate technology development. The course culminates with a section about developing and implementing a technology strategy that assure an organization‘s readiness and success in the future. *(Prerequisite(s):* MMBA 5520).

MMBA 6251 - International Trade

(4 cr.) Students in this course investigate the relationship of microeconomics and the special characteristics of trade. They cover trade policy, politics, emerging considerations among developed and developing countries, and the analyses of trade and investment decisions.

MMBA 6251V - International Trade

(3 sem. cr.) Students in this course investigate the relationship of microeconomics and the special characteristics of trade. They cover trade policy, politics, emerging considerations among developed and developing countries, and the analyses of trade and investment decisions.

MMBA 6252 - International Finance

(4 cr.) Students in this course address open economy, macroeconomic models, and policies. They cover the asset approach to foreign exchange rates, implications for economic policies of fixed and flexible exchange rate systems, current examples of alternative exchange rate regimes, corporate risk management, optimum currency areas, the euro, exposure to developing countries, financial crises, and international debt-forgiveness policies. *(Prerequisite(s):* MMBA 6251.)

MMBA 6252V - International Finance

(3 sem. cr.) Students in this course address open economy, macroeconomic models, and policies. They cover the asset approach to foreign exchange rates, implications for economic policies of fixed and flexible exchange rate systems, current examples of alternative exchange rate regimes, corporate risk management, optimum currency areas, the euro, exposure to developing countries, financial crises, and international debt-forgiveness policies.

MMBA 6253 - Case Study: International Business Strategy

(4 cr.) Students in this course investigate case studies of multinational corporate management issues, including choices related to international and global competition, strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions. *(Prerequisite(s):* MMBA 6252.)

MMBA 6253V - Case Study: International Business Strategy

(3 sem. cr.) Students in this course investigate case studies of multinational corporate management issues, including choices related to international and global competition, strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions. *(Prerequisite(s):* MMBA 6252.)

MMBA 6501 - Managing and Leading: A Contemporary Approach♦

(3 sem. cr.) Students in this course explore contemporary management concepts and practices to gain a foundation for building the skills and knowledge necessary to be effective and ethical managers in a global and interconnected environment. Students examine and contrast management and leadership theories and practice. They also explore keys to success in the program, including setting goals; establishing priorities; managing time; communicating effectively and working in virtual group settings; and giving, receiving, and using constructive feedback and reflection. This course also provides students with a brief introduction to Walden University, graduate studies at Walden and related processes and policies, and the essentials of scholarly writing.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMBA 6510 - Leading People♦

(3 sem. cr.) Modern leaders must understand contemporary leadership concepts, including varying leadership styles, ways to accommodate diversity, and the impact of culture on an organization. In this course, students focus on major leadership theories and the human dimension of business, including individual and group behaviors and organizational culture. They explore some of the basic dimensions of human resource management, as those dimensions

affect the organization and the employee. Students explore contemporary thinking about leadership and its importance in today‘s business world. They also develop a plan for personal and professional growth to enhance their current position or prepare for a successful career in leadership.

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MMBA 6520 - Business Operations in the United States and Abroad♦

(3 sem. cr.) This course immerses students in the business functions of the United States and other regions of the world to prepare to conduct business globally—a current trend that is likely to grow stronger in the future. Students learn global concepts and terminology and explore the structure and design of domestic organizations and those abroad. They also consider various components of business, examining how functions fit together and support the organization‘s mission and goals. Students gain practical insight as they assess and discuss the successes of actual global enterprises; from this assessment, students develop strategies for personal growth and professional implementation.

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MMBA 6530 - Marketing

(3 sem. cr.) Students are provided with the opportunity to gain an understanding of marketing and its relationship to the successful management of today‘s business organizations. Students engage in practical assignments, focusing on how managers assess the environment and make business decisions based on available evidence or in the face of incomplete market information and rapidly changing market environment. Students also examine how to develop marketing strategies that drive profitability, such as choosing a market segment to target and deciding how to differentiate products or services from those of the competition. Finally, students learn how to make marketing-mix decisions, such as how to price, distribute, and promote products or services in a way that is consistent with the selected target market and desired positioning.

MMBA 6540 - Innovation and Technology

(3 sem. cr.) Modern managers must know how to leverage technology in every possible way to achieve competitive advantage in the global marketplace. Students in this course explore the role of information and information technology in business and learn how to identify and analyze emerging technologies, including and beyond the scope of information technology. Students also focus on the importance of technology and innovation in today‘s competitive environment. They examine strategies to nurture innovation and cultivate technology development. Students use concepts and theories presented in the course to develop and implement a technology strategy designed to help assure an organization‘s readiness and success in the future.

MMBA 6550 - Accounting for Business Management

(3 sem. cr.) Managers do not have to be accountants to effectively lead, but they should understand the impact of their financial decisions. Students are prepared to use the language of accounting and understand the fundamentals of making decisions regarding the financial aspects of a business in this course. They learn to examine financial statements to check the company‘s profitability, liquidity, solvency, and return to shareholders. They also learn to use accounting data to make business decisions, such as product pricing, cost cutting, equipment acquisition, and enterprise startup. Students examine accounting in a global context and assess the ways that global business environment impacts financial analysis and decision making. Students employ analytic and group communication skills in a final project through which they conduct research and defend a position on a current accounting topic.

MMBA 6560 - Financial Management

(3 sem. cr.) In corporate financial management, change is constant. Thus, managers must understand the fundamentals and explore the latest trends and thinking. Students in this course examine important financial concepts and tools that every manager should understand. They explore the financial and monetary markets in the United States and abroad to gain an economic context. They also learn the concepts and tools necessary to assess an organization‘s financial position and explore a variety of alternatives that organizations use to finance their ventures. Students engage in application assignments, discussions, and practical exercises on financial planning, budgeting, and other activities, such as balancing risks.

MMBA 6570 - Business Strategy for Competitive Advantage

(3 sem. cr.) Managers must not only focus on current issues of stability, they must also strategize to facilitate growth and reinvestment while keeping in mind that competitors are doing the same. In this course, students focus on the development and implementation of business strategies that enable competitive advantage. They learn to assess the current environment in which the organization competes and forecast how that environment may change. Students engage in the development of business plans, creating new perspectives and strategies. Through weekly discussions, they share these ideas with their peers and consider ways to implement strategies to promote growth and value, providing competitive advantage in their business or future industry.

MMBA 6620 - Applications in Marketing♦

(4 sem. cr.) Students are provided with the opportunity to review fundamental marketing principles and to employ them in the investigation of marketing concepts in the context of real-world problems in this course. They incorporate into their examination a variety of topics, such as market segmentation, marketing channels, competitive intelligence, integrated marketing, product development and commercialization, consumer behavior, and product and services marketing. Students apply these and other concepts to develop marketing solutions commonly required in real-world enterprises. They also assess and discuss 21st-century concerns related to the market, such as electronic delivery. *(Prerequisite(s):* MMBA 6530.)

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MMBA 6661 - Advanced Leadership

(4 sem. cr.) Globalization, developments in technology, and the continued blurring of organizational boundaries are important factors contributing to the pressing need for leaders who can handle 21st-century change and who are willing to advance and/or revise their skill sets. In this course, students explore leadership principles and practices in the context of real-world problems that are increasingly complex in nature. Students learn about aspects of moral leadership, teamwork, and incorporating culture and values into leadership strategies. They work toward enhancing personal leadership skills by reflecting on course content, self assessment, and their own or shared professional experiences. *(Prerequisite(s):* MMBA 6660.)

MMBA 6671 - Global Perspectives With Study Abroad Seminar

(4 sem. cr.) This course includes a 1- to 2-week experience in which students are immersed in the business environment and culture of another region. In preparation for their experience, students conduct research, assess literature, and engage in discussions on managerial topics related to the local business and economy of their study abroad region. After their study abroad, students analytically assess their experience, focusing on the challenges unique to the region visited, and consider how these factors relate and impact the current business environment. Throughout this seminar, students use concepts and skills they have learned throughout their program, such as global communication, ethical considerations, organizational behavior, accounting, and marketing strategy, in addition to newfound knowledge gained abroad, to develop an understanding of doing business in a global environment.

MMBA 6672 - Field Study

(4 sem. cr.) Students have the opportunity to develop an independent research project based on individual goals in this course. Students propose a research project that aligns with Walden‘s M.B.A. program and their own professional objectives. They also conduct applicable research under the guidance of a Walden instructor and present their findings to that instructor. *(Prerequisite(s):* Prior academic approval is required.)

MMBA 6673 - Applications in International Business♦

(4 sem. cr.) Market and business practices are often shaped by many factors, such as institutional or organizational culture specific to a region. Students in this course explore these determining factors as they examine the functions of global organizations that shape the global business climate. Using case studies and topical literature, students explore contemporary issues in the global market for a real-world understanding of what drives globalization, in addition to the challenges, pitfalls, and best practices of international business. Students also sharpen their analytic and communication skills through peer discussions on a variety of topics, such as foreign direct investments, capital mobility, sustainability, and other issues related to globalization.

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MMBA 6674 - Case Studies in International Business

(4 sem. cr.) There are many factors affecting the outcomes of international business endeavors, such as cultural differences, changes in currency, and the political climate of the nations involved. Students in this course explore these factors in context through real-world case studies. They have the opportunity to gain skills needed to make important decisions regarding international business as they analyze the successes and failures of actual international business ventures across a wide range of industries, developing their analytical skills in the process. Through these case studies, students debate current issues on the specifics of international business, such as outsourcing, sustainability, the global supply chain, and ethical and legal concerns.

MMBA 6680 - Individual and Organizational Commitment to Social Responsibility♦

(4 sem. cr.) Taking into account global concerns, such as human rights, the environment, and factors of sustainability, individuals and organizations alike have incorporated a business model with a vision of change and a mission to positively influence society. In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Through assessment of past and current corporate practices of successful organizations, students gain practical insight on effective and non-effective strategies, in addition to related ethical considerations. Through application and reflection, students consider the role they can play in implementing change and growth without doing harm through unintended byproducts and outcomes, developing the ability to practice social responsibility as part of their daily work.

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MMBA 6681 - Social/Environmental Entrepreneurship and Sustainable Development♦

(4 sem. cr.) Leaders can have a major impact on the environment and the lives of others through the promotion of positive social change in private enterprise. In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of the micro-level community and the world at large. Students prepare to build new organizations that solve problems within a systems context. They gain hands-on experience drafting new venture plan outlines that focus on social and environmental entrepreneurship issues. Students assess and discuss planning, operations, and decision-making approaches from a leadership perspective. They also build into their approach to planning, operations, and decision making a global awareness that begins within their local community and extends far beyond.

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MMBA 6690 - U.S. Healthcare Delivery System♦

(3 sem. cr.) Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

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MMBA 6691 - Health Policy and Economics

(3 sem. cr.) This course examines the application of economic principles to healthcare managerial decision-making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. In this course, students will advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare/medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

MMBA 6692 - Financial Management

(3 sem. cr.) Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets,

dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

MMBA 6693 - Quality Assessment and Improvement

(3 sem. cr.) Healthcare organizations increasingly are concerned about providing high quality and safe services. Students in this course are introduced to the basis for quality and patient safety and provided with an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

MMBA 6694 - Health Informatics and Technology

(3 sem. cr.) There is an increasing need for improvement in the quality of patient care and healthcare management practices, which organizations can now address through the use of information systems and information technology. Through the review of traditional and topical resources, students in this course learn how integrated, computer-based information systems can enable the assessment and documentation of costs and quality. They also learn how these systems can inform decisions that improve care, allow for better management of medical records, enhance supply inventory and management, and improve vendor contracting and management. Students engage in weekly discussions and assignments designed to provide practical applications of content, focusing on electronic medical records and computerized physician order entry, linked information systems across episodes of care, integrated financial and clinical information systems, linkages among electronic information access systems, Web-based systems for increasing consumer knowledge, confidentiality of information systems, organizational compliance, and data sets.

MMBA 6695 - Health Policy and Economics

(3 sem. cr.) Managers in healthcare must possess the skills needed to assess economic principles and polices to make important decisions regarding healthcare and services. In this course, students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed

to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

MMBA 6700 - Introduction to Human Resource Management♦

(4 sem. cr.) Students are provided with a comprehensive overview of human resource (HR) management in this course. Students explore the role of HR managers as strategic partners who focus on the mission and goals of an organization. Within the strategic and legal framework, they examine the remaining areas of HR management functions, including workforce planning and employment; human resource development; total rewards of compensation, benefits, and rewards; risk management of health, safety, and well-being; and employee and labor relations. Students examine the use of technology as a tool in providing HR metrics to measure outcomes. They also work toward gaining the skills that enable them to develop important employment- and HR-related policies and procedures, responsibilities inherent in HR functions, programs, and activities.

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MMBA 6701 - Strategic Human Resource Management

(4 sem. cr.) In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for two real-world problems. Students explore such concepts as issues involved with mergers and acquisitions, global management of human resources, and high performance systems required to achieve competitive advantage. *(Prerequisite(s):* MMBA 6700.)

MMBA 6710 - Applications in Corporate Finance

(4 sem. cr.) Managers who understand the fundamental financial aspects of their company are able to make informed decisions and lead their organization through times of global expansion and economic volatility. Students in this course learn to employ the tools of finance that help managers maximize their firm‘s value. Students engage in practical exercises on the value of money, net present value, internal rate of return, capital budgeting, capital structure, working capital management, multinational concepts, and dividend policy. They also share new ideas and perspectives with peers through discussions on a variety of topics, such as model construction, stock value, investment decisions, capital structure, and international operations.

MMBA 6711 - Advanced Corporate Finance

(4 sem. cr.) While fundamental financial knowledge and management skills are requisite to the role of a business leader, managers must also know how to use existing financial models and formulas, which can aid their ability to make complex decisions. After a brief review of selected topics in finance, students in this course learn how to become operational and marketable in financial management. They gain practice making decisions that can benefit a company financially while using concepts of valuation, intense capital budgeting, cost of capital, risk, standard deviation, variance, covariance, Capital Asset Pricing Model (CAPM), and beta. They

also have the opportunity to assess and discuss multinational concepts, leasing, option pricing, derivatives, hedging, and other advanced financial theories. *(Prerequisite(s):* MMBA 6610.)

MMBA 6721 - International Marketing♦

(4 sem. cr.) In consideration of the 21st-century shift to globalization, businesses often need to adopt a global vision and extend their services beyond domestic borders to gain and maintain a competitive advantage. In this course, students explore the cultural, ethical, political, legal, and financial aspects that drive marketing practices within a multinational framework. In addition, students learn to apply the tools of the marketing management process, such as those for international pricing, to the global environment. Students collaborate in teams to develop a comprehensive international marketing plan and work toward gaining the strategic decision-making skills that professionals use to compete in the global marketplace. *(Prerequisite(s):* MMBA 6620.)

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MMBA 6730 - Strategies for Advancing Innovation and Technology♦

(4 sem. cr.) Major fluctuations in the economy often force managers to make important, timely decisions that harness existing resources within their organization, leading to new developments and strategic advantage. In this course, students address important management challenges that are typical in today‘s technology-based businesses. They learn ways to align business needs with technological solutions and identify new opportunities or applications for technology. Students have the opportunity to gain the requisite skills to manage processes that ensure technology solutions enhance an organization‘s competitive position.

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MMBA 6731 - Strategies for Implementing Innovation and Technology

(4 sem. cr.) In light of rapidly evolving technology, there are many factors involved in ensuring that businesses remain successful. Such factors involve understanding new technological capabilities and aligning them with the goals of a company and the needs of customers. Students in this course explore these factors and examine how managers make decisions to help ensure their company remains innovative and technologically adept. They examine the processes and tools involved in implementing new technologies and formulate solutions to overcome related challenges. In addition, students examine and discuss how technology solutions are affected when the context is global in scope. *(Prerequisite(s):* MMBA 6630.)

MMBA 6740 - Entrepreneurship and New Venture Creation♦

(4 sem. cr.) An important trend of which managers must be aware involves business organizations moving from a profit-only mentality to one in which they utilize their profits and

other resources to enhance society. Students in this course explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Students engage in coursework focused on market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization. They have the opportunity to apply these and related concepts to problems common in contemporary organizational contexts.

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MMBA 6741 - Building and Funding an Entrepreneurship Venture♦

(4 sem. cr.) In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming ―glocalities" (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. Students also use case studies and other practical exercises to evaluate innovative funding sources and investigate the challenges involved in maintaining growth and sustainability. *(Prerequisite(s):* MMBA 6640.)

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MMBA 6750 - Foundations in Project Management♦

(4 sem. cr.) Students are introduced to the art and science of project management as applied to different types of project situations. They learn about the tools, techniques, and methodologies used to lead a project successfully throughout the project life cycle. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. They explore the function of the project management office (PMO), project organizations, team building, project selection, and portfolio management. Exploring context through real-world problems, students learn how managers employ the scope of work, work definition, scheduling, risk management, control, and closeout throughout the course of a project. In addition, students learn how project managers use request for proposals (RFPs), proposals, and contracts to define a project clearly and safeguard their company. ***Note:*** There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003, or later. Considering Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be prepared to use a PC during this course, or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac. ***Note:*** There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Since Mac users may experience difficulty using the software, we recommend the following: 1 Mac users should be prepared to use a PC during this

course, or 2 Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

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MMBA 6751 - Project Management Skills for Managers

(4 sem. cr.) As organizations continue to grow in scope and size, so do their projects, requiring individuals with a unique and diverse set of management skills who are able to see a product through from conception to distribution. In this course, students delve deeper into the realm of project management to assess its impact on the business environment in a domestic and global context. Students examine the ―soft" skills of project management as the keys to improving its practice. In the context of real-world problems, they assess research and engage in practical simulations to determine best practices of project management in today's organizations. *(Prerequisite(s):* MMBA 6650.) ***Note:*** There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003, or later. Considering Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be prepared to use a PC during this course, or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

MMBA 6760 - Leadership Practice and Application♦

(4 sem. cr.) Responsible leaders in the 21st century must be open to new frameworks and perspectives, which can lend to effective leadership practices and decisions applicable to modern trends, such as globalization. In this course, students explore these ideas in the context of problems pulled from real organizations. They investigate many of the current theories and best practices to determine which may work best in a given situation. Students also examine how leadership practices impact the business environment from a global perspective. Through evaluation of course content and peer discussions, students have the opportunity to reflect on personal and shared experiences to assess and enhance their own leadership abilities.

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MMBA 6780 - Capstone: Becoming a World-Class Manager

(4 sem. cr.) This course begins with an emphasis on reflective management practice in the global business environment. Students assess concepts and principles learned throughout their program from a variety of perspectives, including technological, operational, strategic, financial, and marketing. They explore contemporary management thinking and examine their own management style and experience. The latter part of this course provides students with the opportunity to complete their program-level project through the synthesis of their M.B.A.

experiences and to discover how their thinking and perspectives have changed as a result of knowledge gained.

MMBA 6782 - Financial Management Tools for Decision Making♦

(3 sem. cr.) This course examines a variety of tools that are often used by managers as they seek to evaluate alternatives and make sound decisions. Using relevant management articles, case studies, and current topic analyses, students will hone their diagnostic critical-thinking skills and will learn to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities of effective managers. Tools to be covered include breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. The course emphasizes topics such as how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization‘s competitive position.

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MMBA 6783 - Managerial Accounting for Organizational Performance♦

(3 sem. cr.) This course focuses on the accountant‘s role in preparing internal accounting information that can be used by management for effective decision-making and organizational performance. This course includes case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Learners will assess performance measurements, including key performance indicators, balanced scorecard and forecasting. Learners will also explore operating and capital budgeting and financial planning techniques and will become familiar with quantitative models and approaches used in management accounting.

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MMBA 6784 - Managing Operational and Financial Business Risks♦

(3 sem. cr.) This course examines a variety of the tools used by accountants and managers in managing a range of business risks. Learners will examine the various processes used to identify, analyze, and assess risks, and will learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, learners will learn how to implement techniques such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization‘s enterprise risk management.

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MMBA 6920 - Health Services Financial Management

(4 cr.) This course focuses on the functional role of the healthcare finance manager and the basic tools of healthcare financial decision-making. Topics include financial reporting statements, cost concepts and decision-making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

MMHA

MMHA 5015 - Foundations of Healthcare Administration

(3 sem. cr.) This course focuses on increasing students‘ knowledge and awareness of key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. It introduces students to stakeholders in the healthcare field in a variety of settings. Key health and medical terms are covered, including basic health, wellness, and disease information. Students develop critical-thinking, as well as written, verbal, and interpersonal communication skills. The professional behaviors, attitudes, goal-setting, and motivation required for success as a healthcare manager are considered. In addition, this course helps students develop the competencies they need for success within an online environment. Students begin developing a portfolio.

MMHA 5100 - U.S. Healthcare Delivery System

(3 sem. cr.) This course helps students understand the structure and components of health services and the health services delivery system in the United States. The components of the system, including patients, organizations, healthcare professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology are identified and described, including the continuum of healthcare services such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, the course provides an abbreviated history of health and health services in the United States and addresses the nature of population illness and disease. Contextual factors and challenges that are linked to the healthcare delivery system are addressed, and the impact of these challenges on the delivery of services and healthcare management are explored.

MMHA 5135 - Health Policy and Economics

(3 sem. cr.) This course examines the application of health policy and economic principles to healthcare managerial decision making. Students will gain knowledge of the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Key policy initiatives related to cost, quality, and access are explored. Students also will advance their knowledge of economic principles, such as supply, demand, and the determination of market price.

MMHA 5205 - Health Law and Ethics

(3 sem. cr.) This course provides students with an understanding of the laws, regulations, and court decisions that affect healthcare organizations, as well as the ethical underpinnings and principles that healthcare organizations follow in the delivery of services. A review of key federal and state laws is provided, including regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives, right to die, informed consent, malpractice, and content of and access to patient records; organizational liability; apparent agency liability; fraud and abuse; safe harbor; conflict-of-interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues. In addition, the course addresses accreditation as a form of regulation. Students consider key ethical principles underpinning healthcare organizations, as well as recent court decisions that impact healthcare organizations and management roles.

MMHA 6015 - Foundations of Healthcare Administration

(3 sem. cr.) In this course, students work toward increasing their knowledge of key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. This course is an introduction of students to stakeholders in a variety of settings within the field of healthcare as well as key health and medical terms, including basic health, wellness, and disease information. They consider professional behaviors, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager. In addition, students begin building their portfolios, and they work toward developing the competencies needed for success within an online environment as well as critical-thinking, written, verbal, and interpersonal communication skills.

MMHA 6100 - U.S. Healthcare Delivery System♦

(3 sem. cr.) Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMHA 6115 - Research Methods and Quantitative Analysis♦

(3 sem. cr.) Healthcare professionals often rely on research to make informed decisions on critical issues affecting programs, policy, and practice. In this course, students examine the logic underlying scientific research; study design; sampling; identification of variables; methods of data collection and analysis; concepts in measurement, including reliability and validity; program evaluation; and research ethics. They explore numeric methods for data description; the Donabedian model of program evaluation; data modeling and research; data mining; and information system assessment. Through statistics software exercises, students learn basic research methods, strategies, and skills for presentation of research results; they also become familiar with statistical software used to support research. ***Note:*** There is a special technology requirement for this course for accessing required interactive tutorials. **PC:** Students using a PC platform must have a minimum of Windows 2000, Internet Explorer 6.0, and 1GB of RAM. **Mac:** Students using a Mac platform must have a minimum of an Intel® Mac with OS X version 10.4.11, 1GB of RAM, and Windows 2000. Mac users who do not already have Windows 2000 on their Macs must purchase one or two Mac add-ons from an outside vendor to access the interactive tutorials. For details on which adds-ons to purchase and how to purchase them at discount pricing, please contact a member of Walden‘s Student Support Team at 1-800-925-3368 or 1-612-925-3368, option 2.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMHA 6130 - Health Economics♦

(3 sem. cr.) Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

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MMHA 6135 - Health Policy and Economics♦

(3 sem. cr.) Managers in healthcare must possess the skills needed to assess economic principles and polices to make important decisions regarding healthcare and services. In this course, students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

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MMHA 6145 - Health Policy♦

(3 sem. cr.) This course provides students a better understanding of health policy, which reflects authoritative decisions and the process of decision-making carried out at the federal, state, and local levels, and which affects personal health and access to and delivery of health services in the United States. Students gain knowledge of the levels within which health policy is carried out, the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time. Key policy initiatives to address health issues in the United States are explored, including Medicare and Medicaid, access to care and the uninsured, disease-specific efforts such as HIV/AIDS and organ transplantation programs, emerging infectious diseases such as MRSA and the re-emergence of tuberculosis, and terrorism and emergency preparedness. Funding issues associated with health policy are discussed. The impact on healthcare organizations and the role of management in shaping and responding to health policy are addressed.

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MMHA 6160 - Financial Management

(3 sem. cr.) Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

MMHA 6175 - Management Aspects of Clinical Service Delivery♦

(3 sem. cr.) This course provides students with an understanding of the provision and delivery of clinical services to patients within healthcare organizations. Students learn about the relationship of patient disease to care providers and the organizational arrangements to ensure that appropriate, effective, and efficient care is provided. The relationship between healthcare management and clinical delivery of services is made explicit in this course, and the implications of management and clinical staff working together are examined. Emphasis is given to learning about different perspectives and expectations held by clinicians. An applied approach is used to help students gain understanding and experience with clinical and support functions in healthcare organizations that impact the delivery of clinical services: students shadow and observe clinical and nonclinical operations in healthcare organizations, such as dietary, radiology, nursing, and pharmacy.

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MMHA 6190 - Organizational Development and Leadership♦

(3 sem. cr.) The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

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MMHA 6205 - Health Law and Ethics♦

(3 sem. cr.) This course provides students with an overview of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that healthcare organizations follow in the delivery of services. Students explore and discuss a variety of topics, including key federal and state laws; regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives; organizational liability; conflict of interest legislation; antitrust law; contract law governing relationships with employed physicians and other

providers; risk management; and organizational governance issues, among others. Using case studies and hypothetical situations, students assess management roles and key ethical principles and challenges underpinning healthcare organizations.

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MMHA 6220 - Human Resource Management♦

(3 sem. cr.) The strength and success of healthcare organizations lie within their workforce. In this course, students address the role of human resources in healthcare organizations as well as the recruitment, retention, management, and development of these resources. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance as well as how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. They explore major federal and state legislation that influences human resources, key management functions within workforce planning and recruitment, and functions within workforce retention. Students devote specific attention to the administrative and strategic aspects of managing human resources, focusing on managing clinical and direct-care practitioners whose perspectives and expectations differ from those of management. Other topics that students explore and discuss include employment and contract labor law; job pricing and compensation strategies, including benefits and pay for performance; staffing models; labor relations; performance appraisals; turnover management; and strategies for ensuring employee engagement, motivation, and satisfaction.

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MMHA 6235 - Operations Analysis♦

(3 sem. cr.) To improve performance outcomes, healthcare organizations often rely on operations management to identify sources of inefficiency, inefficacy, and problems in coordination and delivery of care. In this course, students examine the factors that affect performance outcomes within healthcare organizations; methods to monitor, adjust, and improve performance; and techniques and tools of quantitative analysis of operations and decision support that assist in management of capacity issues, reengineering, staffing, scheduling, productivity, and supply chain. Other important concepts that students examine include understanding operational assessment; understanding patient care and related support-care processes through flowcharting of steps in the process; taking a systems perspective on the organization and delivery of services; identifying problems and improvement opportunities using analytical techniques; and monitoring performance data to identify trends and variation based on current operations and those resulting from changes and improvements.

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MMHA 6250 - Quality Assessment and Improvement♦

(3 sem. cr.) Healthcare organizations increasingly are concerned about providing high quality and safe services. Students in this course are introduced to the basis for quality and patient safety and provided with an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

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MMHA 6265 - Health Informatics and Technology♦

(3 sem. cr.) There is an increasing need for improvement in the quality of patient care and healthcare management practices, which organizations can now address through the use of information systems and information technology. Through the review of traditional and topical resources, students in this course learn how integrated, computer-based information systems can enable the assessment and documentation of costs and quality. They also learn how these systems can inform decisions that improve care, allow for better management of medical records, enhance supply inventory and management, and improve vendor contracting and management. Students engage in weekly discussions and assignments designed to provide practical applications of content, focusing on electronic medical records and computerized physician order entry, linked information systems across episodes of care, integrated financial and clinical information systems, linkages among electronic information access systems, Web-based systems for increasing consumer knowledge, confidentiality of information systems, organizational compliance, and data sets.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMHA 6280 - Strategic Planning and Implementation

(3 sem. cr.) Strategic planning, including aligning key activities with an organization‘s mission and vision, often leads to a strong competitive position. Through this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan. They examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within the healthcare organization. Students also explore key concepts in strategic planning, including identifying the relationship of the plan to the organization‘s mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan‘s progress. Students apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific healthcare organization.

MMHA 6550 - Practicum

(3 sem. cr.) The practicum provides students with the opportunity to apply and integrate the knowledge and skills acquired throughout the M.H.A. program and to further develop key professional competencies. Students engage in a field experience in a select public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students‘ performance throughout the entire practicum experience. This course requires students to complete 120 hours of practicum work. They must also participate in an accompanying online course and begin to develop an ePortfolio based on assigned professional development activities.

MMHA 6560 - Capstone

(3 sem. cr.) This capstone course is the continuation of the practicum. The capstone experience is an opportunity for students to demonstrate their mastery of principles, concepts, and content presented throughout the program and through their practicum field experience. In this course, students complete their ePortfolio based on their field experience, and they develop a substantive written paper or project. Students also engage in group discussions during which they consider career development plans, reflect on the promotion of social change, and exchange feedback on final portfolio work and lessons learned.

MMPA

MMPA 5200 - Introduction to Public Administration

(5 cr.) Public administrators work to increase the efficacy of government and organizations on a local and international level. In this course, students explore the diverse political, social, and economic contexts within which public administrators carry out responsibilities. They also examine the history, foundations, and theories of public administration as well as public policy

and organizational environments. Students engage in coursework focused on ethical and legal issues, governance, fiscal planning, and current topics and trends in public administration. Gaining real-world insight into the field, they examine the overall history, purpose, and operation of a public organization of their choice. They also assess and describe the operation and health of their organization through the application of public administration theory.

MMPA 5405 - Ethics and Social Justice

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

MMPA 5420 - Organizational Management and Leadership

(5 cr.) Public and nonprofit leaders require a deep understanding of their roles as leaders and managers of diverse and complex organizations. This course examines from theoretical and applied perspectives the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students apply principles to public, private, and nonprofit organizational settings.

MMPA 5431 - Finance and Budgeting for the Public Sector

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

MMPA 5435 - Human Resource Management: Building a Capable Workforce

(5 cr.) The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

MMPA 5451 - Public Policy Analysis

(5 cr.) Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and constraint on policy development. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policy makers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it though a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

MMPA 5480 - Applied Research and Evaluation Methods

(5 cr.) Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program‘s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

MMPA 6000 - Foundations for Graduate Study

(6 cr.) The purpose of this course is to introduce students to Walden University and the requirements for successful participation in an online curriculum. Students engage in assignments focused on the use of critical-thinking skills and the integration of professional practice with academic excellence. They sharpen and demonstrate skills to learn effectively online, such as using technology, obtaining resources, and communicating effectively through writing. This course provides students with a foundation for academic and professional success as scholar-practitioners and social change agents.

MMPA 6101 - Critical Issues in Emergency Management♦

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency

Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6115 - Foundations for Graduate Study

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study, a Professional Development Plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence and integrity.

MMPA 6137 - The Nature of Crime and Criminology♦

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.
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MMPA 6200 - Introduction to Public Administration♦

(5 cr.) Public administrators work to increase the efficacy of government and organizations on a local and international level. In this course, students explore the diverse political, social, and economic contexts within which public administrators carry out responsibilities. They also examine the history, foundations, and theories of public administration as well as public policy and organizational environments. Students engage in coursework focused on ethical and legal issues, governance, fiscal planning, and current topics and trends in public administration. Gaining real-world insight into the field, they examine the overall history, purpose, and operation of a public organization of their choice. They also assess and describe the operation and health of their organization through the application of public administration theory.
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6201 - Risk Assessment, Preparedness, and Disaster Mitigation

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government‘s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.

MMPA 6210 - Managing at the Boundaries: Creative Thinking for Social Change

(6 cr.) Increasingly, the boundaries between governmental levels and sectors have become blurred, requiring leaders and managers to take critical action where these bodies intersect. In this course, students examine the historical and contemporary patterns of interaction between levels of government as well as among the public, private, and nonprofit sectors in the United States. They assess the communications and interactions of stakeholders within a community to learn how these figures handle current issues of social concern. Students also investigate and analyze each socioeconomic sector, including practices and standards; incorporate methods of cross-sector collaboration; and employ their analysis to address an issue or challenge within their own community, lending to positive social change.

MMPA 6215 - Controversies in Criminal Justice♦

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6217 - Technological Solutions and 21st-Century Crime♦

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to

cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6220 - Principles of Public Administration: Applied Critical-Thinking Skills♦

(6 cr.) In this course, students learn about the historical and contemporary roles and relationships of the public and nonprofit sectors in the United States. Students have the opportunity to gain a scholarly perspective on public policy and administration as they trace major theories associated with the field and the political, social, and economic context within which they developed. Students reflect on their career experiences and prior education as a basis for integrating theory and practice and for establishing specific academic objectives to help them achieve individual and professional goals. Thorough this, students establish a strong connection between their own professional development and the development of the major theories and concepts of public administration, fostering positive social change and progress in the field.

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MMPA 6230 - Professional Leadership and Ethics

(4 cr.) The integrity of an organization depends on the ethical framework through which its leaders make decisions and solve problems. In this course, students have the opportunity to develop skills to act as professionals who employ theoretical knowledge to further democracy and social change through ethical, well-planned decision making. Students examine contemporary ethical issues of public and nonprofit sectors, and they learn why ethics is vital to the leadership role. They use conceptual tools to clarify moral dilemmas and analyze individual decision-making strategies and organizational programs from an ethical perspective. Students also engage in a final course project in which they apply concepts presented in the course to real-world ethical challenges.

MMPA 6240 - Cultural Competency: Communication Skills for a Global Society

(2 cr.) Working effectively on teams and in organizations in an increasingly diverse and global context requires communication skills and the ability to work efficiently with individuals of different cultural backgrounds. Students are offered the opportunity to compare and contrast personal, national, and organizational cultures and build their cultural confidence to lead in their work and communities. Through the application of theory in small group activities as well as through work in the field, students deepen their understanding of learning and information processing styles and develop strategies for fostering cross-cultural communication and

teamwork. Students also perform analyses of current public policy issues while focusing on cross-cultural implications.

MMPA 6250 - Nonprofit and Governmental Budgeting and Finance♦

(4 cr.) Financial management systems play a vital role in many organizations, and there are many factors contributing to and affecting their success. In this course, students explore the role of finance in public and nonprofit organizations and the theories underlying major fiscal policy debates. They examine governmental and nonprofit budgeting policies and practices, and they explore the fiscal climate within which these organizations have to operate. They also assess and discuss a variety of topics, such as issues related to budgeting and planning, generating revenue, controlling expenditures, and serving different constituencies. Students engage in practical exercises, learning how to construct budgets and capital improvement plans, as well as how to generate funds successfully to support nonprofit sector organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6251 - U.S. and International Healthcare Systems♦

(4 cr.) This course examines international healthcare system reform. Focus is given to the influence of corporate and governmental agencies in the delivery and financing of health services and the legal issues confronting healthcare institutions. The course also explores fiscal and public policy forces on national and international health systems and investigates the opportunities and challenges facing the management of community-based healthcare organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6265 - Organizational Theory and Behavior

(4 cr.) What is groupthink and how does it affect organizations? In this course, students have the opportunity to answer such questions as they learn about behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. They apply current theories and methods to case studies, proposals, and personal experiences on a variety of topics, including motivation, productivity, diversity, group development, team building, decision-making and communication processes, power and politics, leadership, job design, and organizational culture. Through this course, students work toward gaining the skills and abilities essential for effective management in changing organizational contexts.

MMPA 6275 - Human Resource Management

(4 cr.) Managing human resources in an age of technology, economic disparity, and an aging workforce presents unique challenges and requires a foundational understanding of the philosophy, approaches, and systems of human resource (HR) management. Students in this course are provided with a survey of these elements, specific to managing individuals in

government and nonprofit organizations. Students explore historical developments, personnel management practices and behaviors, and contemporary issues. They also examine functions of recruitment, classification, compensation, training, evaluation, and labor-management relations. Through examination of traditional literature and current resources, including shared experiences through peer discussions, students identify modern challenges and future trends in HR management and develop ideal systems and solutions to problems.

MMPA 6285 - Policy Analysis

(4 cr.) Public and nonprofit administrators are involved intimately in policy and decision making at the executive and legislative (or board) levels. Students in this course are provided with a broad perspective on the policy process. They assess the roles of public policy administrators at all levels and explore how administrators initiate, research, shape for decision-making, choose, implement, and then evaluate policy. Students also examine the dynamics of the policy-making process as well as the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

MMPA 6295 - Applied Research♦

(4 cr.) Students in this course are introduced to the research process as applied to problems in the public and nonprofit sectors. Students explore and discuss the fundamentals and importance of scientific method. Gaining practical experience with the research process, they assess and engage in each phase of the process, including formulation of the research question, building and conceptualizing models, collecting and analyzing data, and reporting results and conclusions. In addition, students learn about qualitative methods and assess the strengths and weaknesses of quantitative and qualitative methods. ***Note:*** Students are not required to have a background in quantitative methods, statistics, or computer-based analysis.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6300 - Strategic Management of Information

(4 cr.) Advancements in information technology are making e-government a reality, but they‘re also causing administrators to rethink their approach to service delivery. Students in this course conduct an in-depth assessment of information resources and their implications for the public and nonprofit sectors. They assess current practices and challenges and consider new ways of structuring organizations for greater productivity, applying concepts of strategic planning, technology assessment, and operational activities. They also examine the impact of human systems and organizational culture on information technology. Students employ doctoral-level research skills to conduct a formal literature review related to a contemporary problem in information systems management.

MMPA 6301 - Disaster Response and Recovery♦

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues,

including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6305 - Master's Capstone Seminar

(4 cr.) Students in this capstone course synthesize concepts and skills in an integrative literature review and written assignment that combines multiple aspects of their program, demonstrating a stronger, more intellectually cohesive understanding of public and nonprofit administration. Students may focus on governance, policy, or leadership and management in either the public or nonprofit sectors; they may also opt to take a cross-sector comparative approach. This course also provides students with the opportunity to develop plans for continued learning and career development in the context of their personal objectives and priorities. ***Note:*** M.P.A. students must take this course in their final quarter of study.

MMPA 6320 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.) Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terroristic threats while simultaneously upholding and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terroristic 297 legislation and policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness

(4 cr.) Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to

prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

MMPA 6322 - Critical Incident Planning and Leadership

(4 cr.) Who is responsible for emergency management and what elements should be included in an emergency management plan? Students in this course have the opportunity to answer such questions as they examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students analyze case studies, identifying weaknesses in current methods as well as potential solutions. Through this analysis, students develop new strategies and perspectives in regard to responding to and planning for critical incidents. This course provides a basic foundation for public administrators or students planning to enter the field of public administration to develop a critical incident plan and gain a thorough understanding of leadership models and methods.

MMPA 6330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness

(4 cr.) Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties. (Prerequisites: A course or direct experience in nonprofit management is strongly advised.) *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

MMPA 6331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments

(4 cr.) Modern public policy and administration professionals use knowledge of international culture to understand the operations and structure of nongovernmental organizations (NGOs) in different countries, thus leading to well-informed, globally responsible decisions. In this course, students engage in a comprehensive study of the cultures, structures, and activities of NGOs in select countries. Students compare the activities, organizational cultures, structures, and working environments of these countries with nonprofit organizations in the United States. Through discussions, research, and topical writing assignments, students identify and assess the values, actions, and beliefs of a selected culture to gain an in-depth understanding of that culture‘s voluntary or NGO environment. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

MMPA 6332 - Placing NGOs in the Global Context

(4 cr.) This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

MMPA 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness♦

(5 cr.) This course offers students an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments♦

(5 cr.) In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6335 - Placing NGOs in the Global Context♦

(5 cr.) This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental (NGO), and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly encouraged.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6340 - Leadership for the Nonprofit Sector♦

(4 cr.) An overview and history of the third sector in American society, featuring governance and nonprofit corporations, are provided to students in this course. Students explore the relationship between the board and the executive director, ethics, fiduciary responsibility, human resources, and board organizational structures. They also examine the role of nonprofit organizations in fostering social change and the emerging trend toward entrepreneurship in nonprofits. Sharpening critical-thinking and communication skills, students engage in peer discussions on a variety of topics, such as societal and market trends, board liability, risk management, issues of governance, board member orientation, fundraising, and organizational effectiveness. ***Note:*** This is a 12-week course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6341 - Fund Raising and Marketing in Nonprofit Organizations♦

(4 cr.) Given the nature of the nonprofit sector, organizations rely heavily on relationships created with the community and potential donors, thus necessitating a strong fundraising strategy and leaders who recognize and fulfill the needs of an organization. Students in this course explore these relationships and learn how to use basic marketing strategies to position a nonprofit organization for success. Gaining a framework for their study, students examine the history of philanthropy and the philosophy of giving in the nonprofit sector in the United States. They also learn about the many fundraising techniques and funding sources that generate financial support for nonprofits as well as the context in which organizations use these methods. ***Note:*** This is a 12-week course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6342 - Nonprofit Management♦

(4 cr.) Students in this course are provided with the basis for understanding nonprofit management issues. Students analyze the strengths and weaknesses of organizations in the nonprofit sector to gain an understanding of managerial responsibilities in promoting growth and stability. Students engage in practical assignments and discussions on issues related to nonprofit organizational management, including mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment. They learn about the components of nonprofit mission statements and strategic plans, and they use critical-thinking and creative skills in the practice of developing these elements. Through this course, students have the opportunity to further their basic leadership skills to prepare for the professional responsibilities of management in the nonprofit sector. ***Note:*** This is a 12-week course

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6345 - Public Policy Implications of Terrorism Legislation and Policies♦

(5 cr.) This course provides a broad perspective on the history of the U.S.A. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, Web sites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S.A. Patriot Act and similar terroristic legislation and policies, and participate in online discussions about these laws and their implications on U.S. Constitutional freedoms

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6346 - Terrorism: A Systemic Approach for Emergency Preparedness♦

(5 cr.) This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure, and participate in online discussions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6347 - Critical Incident Planning and Leadership♦

(5 cr.) This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6350 - Historical and Contemporary Issues in Criminal Justice

(4 cr.) Decision and policy makers must possess a fundamental understanding of crime theory, including the history of crime development, to be able to address knowledgeably and effectively modern issues of crime. In this course, students explore the evolution of crime and punishment, including lone criminals to worldwide syndicates, using the scientific rigor built into selected readings, peer discussions, and practical assignments. They examine the philosophy of

community and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Employing quantitative and qualitative research methods, students continue their assessment of contemporary issues of crime. They also learn to use existing information to consider new methods of addressing crime. This course provides students who are current leaders, or those hoping to enter a leadership role, with a framework upon which to build the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

MMPA 6351 - Policy Analysis in the Criminal Justice System

(4 cr.) Professionals who make decisions within the criminal justice system must determine which policies are most effective in preventing crime and protecting individual rights. In this course, students explore and discuss policy analysis and planning in the field of criminal justice and examine the policy context in which the criminal justice system functions. They review key court decisions and explore the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

MMPA 6352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration

(4 cr.) There are many challenges plaguing the criminal justice system, from economic hardship to growing threats of terrorism. Leaders in the system must be adept in problem solving, and they must possess the ability to think critically and proactively. Through this course, students are introduced to the problems that currently confront the criminal justice system administration as well as problems predicted for the future. Students prepare to lead efforts to address these challenges by engaging in practical assignments focusing on powerful models for strategic, critical, and reflective thinking. Students also engage in discussions about the major components of effective justice administration, including organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

MMPA 6360 - Public Safety Issues

(4 cr.) In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate and learn why effective interaction is vital to emergency management. They also gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix, through which students assess competing demands on the various agencies. In this course, students work toward gaining the skills needed to anticipate the needs of various constituents to develop effective public safety initiatives.

MMPA 6361 - Managing Public Safety Organizations

(4 cr.) Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students learn ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers.

MMPA 6362 - Ethics in Preserving Public Safety

(4 cr.) Students in this course apply conceptual knowledge of management issues and planning solutions to specific cases of leadership and personal responsibility in the field of public safety. Students analyze real-world leadership and ethical issues that public safety officials encounter in their daily work, and they learn to develop effective approaches to instill standards and ethics within public safety organizations. Students also analyze classic case studies, including the federal 9/11 Commission Report, to gain lessons applicable to any public safety agency or situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

MMPA 6363 - Public Safety Issues♦

(5 cr.) This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6364 - Managing Public Safety Organizations♦

(5 cr.) This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of ―first-planner" and ―first-responder" are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6365 - Ethics in Preserving Public Safety♦

(5 cr.) This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation—in intelligence, planning, operations, command, interagency coordination, communication, and technology

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6380 - Policy and Politics in American Political Institutions

(5 cr.) Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Though this analysis, students work toward developing skills to conduct policy and economic analyses as well as to determine the political feasibility of proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly-writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

MMPA 6381 - Public Policy and Evaluation

(5 cr.) There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

MMPA 6382 - Public Policy and Finance♦

(5 cr.) Public policy makers often rely on microeconomic and macroeconomic models to formulate new policies and reevaluate existing polices. In this course, students examine the use of such models in the public policy setting and assess how public finance influences policy choices as well as implementation alternatives. Through weekly, analytical writing assignments and peer discussions, students explore tax policies and tax incentive models; budgeting,

public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare; food stamps, workers‘ compensation, social security, and outsourcing of public programs. Synthesizing course content and applying critical-thinking skills, students assess a local government jurisdiction, examine the decisions of policy makers, and recommend improvements based on economic models.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6390 - Strategic Context of Public Management and Leadership

(5 cr.) Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise ~~-m~~ental" model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic-action learning in the practice of public administration.

MMPA 6391 - Transformative Change in a Shared-Power World

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

MMPA 6392 - The Language of Leadership

(5 cr.) In today‘s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

MMPA 6400 - Public Health Leadership and Systems Thinking♦

(5 cr.) In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine

how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6405 - Ethics and Social Justice♦

(5 cr.) Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6420 - Organizational Management and Leadership♦

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6421 - Health Economics♦

(5 cr.) This course examines the application of economic principles to healthcare managerial decision-making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and

practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6431 - Finance and Budgeting for the Public Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6435 - Human Resource Management: Building a Capable Workforce♦

(5 cr.) The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6451 - Public Policy Analysis♦

(5 cr.) Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and constraint on policy development. In addition, students explore professional ethics related to the

role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policy makers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it though a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6461 - Public Sector Economics♦

(5 cr.) Considering recent and persistent economic uncertainty and shifting economic trends in the global market, administrators in government organizations need to understand underlying economic concepts, issues, and trends in the public sector. In this course, students explore public sector economics at the local, state, and national levels. They examine the role of the government in the market economy, including the government‘s redistributive role; factors affecting the economy; sources of government revenue; the relationship of public goods and the economy; programs and services funded by the government; alternative forms of delivery of programs and services; and the interaction and interconnectedness of the U.S. and global economy. Students apply concepts, processes, and systems related to public sector economics to a specific government program or service.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

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MMPA 6480 - Applied Research and Evaluation Methods♦

(5 cr.) Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program‘s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical

issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

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MMPA 6740 - Disaster, Crisis, and Trauma♦

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

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MMPA 6741 - Psychology of Terrorism♦

(5 cr.) This course explores terrorism from a psychological perspective. Topics include types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies, laws, and regulations; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students examine the threat of terrorism in their own community; evaluate the potential impact; and apply prevention, intervention, and postvention strategies to promote resiliency among individual and families within the community.

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MMPA 6810 - Fundamentals of Law and Public Policy

(5 cr.) Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule making; conflicts between executive and legislative

branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

MMPA 6811 - Legal Research for Policy Practitioners

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

MMPA 6812 - Contemporary Cases and Issues in the Courts

(5 cr.) Major issues in the Supreme Court continue to have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court cases related to abortion, privacy, due process, personal property, and freedom of religion and speech. They also examine major cases related to state powers, government entitlement, and powers of the judicial and federal branches of government. From this assessment, students determine how outcomes of such cases affect public policy. Students also explore and discuss individual rights, property rights, administrative law, immigration law, and foreign policy as well as contemporary issues and case studies, to which they apply legal research and verdicts.

MMPA 6820 - Elements of Sustainable and Livable Communities

(5 cr.) Creating and maintaining sustainable and livable communities requires leaders who understand the connections among the natural, built, and social environments, and who can address these connections in a holistic and integrated fashion. Students in this course examine concepts of sustainability and livability and explore popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. They also focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

MMPA 6821 - Tools for Sustainable Community Development

(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

MMPA 6822 - Current Issues in Regional and Local Public Policy

(5 cr.) Public decision makers must understand and address a variety of complex and interrelated issues, such as land use and transportation, energy and environment, housing and schools, and regional economic development. In this course, students learn how leaders attend to these issues in light of existing policies and contemporary social, economic, political, demographic, and technological trends. Students explore and discuss planning processes, tools, approaches, strategies, and policies used to create sustainable and livable communities through collaborative processes involving multiple stakeholders. Through the development of a policy-option written assignment, students assess critical issues and identify problem-solving strategies.

MMPA 6830 - Current Issues in Homeland Security

(5 cr.) Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students are provided with an in-depth analysis of homeland security, including history, concepts, policies, and strategies of prevention and response. Students examine and discuss current, relevant topics, including ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students hone their critical-thinking and analytic skills through the application of fundamental concepts and principles of homeland security to case studies and current issues.

MMPA 6831 - Critical Incident Leadership and Planning

(5 cr.) Strategic leadership and planning are required to effectively prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case students, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community though which they consider new strategies and perspectives in regard to critical incident leadership and planning.

MMPA 6832 - Terrorism: Legislation and Policy

(5 cr.) The events of September 11, 2001 resulted in a new and intense focus on the issue of terrorism in the United States and abroad. Through traditional literature and a wealth of contemporary journal articles and media sources, students explore the history of terrorism, the evolution and international context of terrorist groups, and the causes of and motivations for terrorist acts. They learn about the laws, regulations, and legislation related to terrorism. They also analyze possible future trends in terrorism as well as the current role of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students use concepts presented in the course and additional research to develop a proposal to change and improve an existing counterterrorism policy.

MMPA 6840 - Health Policy and Management♦

(5 cr.) Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

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MMPA 6840 - Health Policy and Management

(5 cr.) In this course, students examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

MMPA 6841 - Legal and Regulatory Aspects of Public Health♦

(5 cr.) A major responsibility of public health professionals is to maintain balance between individual rights and the wellbeing of communities. To do this, they must understand the ethical, social, and legal issues surrounding the public health arena. Students in this course explore these concepts while examining the role of federal, state, and local government in the assurance of public health through legislation and regulation. Students investigate contemporary legal and regulatory issues arising in public health practice and emergencies, and they assess public health security and preparedness in response to bioterrorism and disasters. They also discuss the impact of cost, benefits, legal factors, and other considerations on ethical research and practice. Through the application of theories and concepts assessed in the course, students propose potential solutions to current public health issues.

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MMPA 6842 - Leadership, Professionalism, and Ethics in Public Health Practice♦

(5 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

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MMPA 6850 - Introduction to the Nonprofit Sector

(5 cr.) Nonprofit organizations (NPOs) can serve to positively affect people‘s lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

MMPA 6851 - Board Governance and Volunteer Management

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

MMPA 6852 - Resource Development

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor

relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

MMPA 6910 - Master of Public Administration Capstone

(5 cr.) In this course, students complete a capstone project using action research that fosters social change in public administration or nonprofit management and leadership. In the project they demonstrate the knowledge, skills, and competencies acquired in their master‘s degree program. The project employs an action research model. Students reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

MMPA 6920 - Health Services Financial Management

(4 cr.) The focus of this course is on the functional role of the healthcare finance manager and the basic tools of healthcare financial decision making. Topics include financial reporting statements, cost concepts and decision making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

MMPP

MMPP 5111 - Leadership and Organizational Change

(5 cr.) Successful public sector organizations require high-caliber leaders who are accountable to multiple constituencies. A rapidly accelerating rate of change and blurring of organizational boundaries contribute to the need for leaders who are equipped to meet the challenge. This course explores the theoretical underpinnings of leadership and the important role of the leader in organizational change. By exploring leadership theory, current research, and practice within an area of public administration or nonprofit/nongovernmental organizations, students will demonstrate their understanding leadership in organizations that are increasingly complex in nature. Ethical dimensions, boundary spanning functions, and how leaders influence positive social change are a key factors of this course. The course draws on historical and current events, and the personal experiences of students, to examine the demands of leadership.

MMPP 5280 - Policy and Politics in American Political Institutions

(5 cr.) This course introduces students to the crafts of policymaking and policy analysis in the American democratic system. It covers the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

MMPP 5281 - Program Evaluation

(5 cr.) This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision-makers. By the end of the course, each student will develop a program-evaluation design for a social program.

MMPP 5282 - Public Policy and Finance

(5 cr.) This course covers microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers‘ compensation, and Social Security. Outsourcing of public programs is also examined.

MMPP 5379 - Advanced Methods in Public Policy Analysis and Evaluation

(5 cr.) This course provides an in-depth examination of the methods and processes policy analysts use to assist policy makers in identifying problems, formulating and evaluating alternative solutions, and implementing preferred policies. The course includes cost benefit analysis; econometric analysis; policy modeling; the role of economic and political factors in public decision-making and policy formulation; marshaling resources and advocacy; and various applications to specific public policy topics. The course focuses on various quantitative and qualitative techniques used by policy analysts.

MMPP 5405 - Ethics and Social Justice

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

MMPP 6100 - Critical Issues in Emergency Management

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency

Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

MMPP 6111 - Leadership and Organizational Change♦

(5 cr.) Successful public sector organizations require high-caliber leaders who are accountable to multiple constituencies. A rapidly accelerating rate of change and blurring of organizational boundaries contribute to the need for leaders who are equipped to meet the challenge. This course explores the theoretical underpinnings of leadership and the important role of the leader in organizational change. By exploring leadership theory, current research, and practice within an area of public administration or nonprofit/nongovernmental organizations, students will demonstrate their understanding leadership in organizations that are increasingly complex in nature. Ethical dimensions, boundary spanning functions, and how leaders influence positive social change are a key factors of this course. The course draws on historical and current events, and the personal experiences of students, to examine the demands of leadership.

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MMPP 6112 - Governance and Public Policy♦

(5 cr.) Democratic principles are the foundation of modern life. The course provides an overview of democratic governance in public administration, public policy, or nonprofit/nongovernmental organizations in modern society. Students will examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students will review fundamental theories of governance, research current literature on a specialized topic, and apply best practices within the area of specialization. The emphasis is on the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making.

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MMPP 6115 - Foundations for Graduate Study♦

(1 cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Topics include the relation of mission and vision to professional goals, development of the program of study, strategies for online success, introduction to the online library, and an introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on the practical application of writing and critical-thinking skills and promote professional and academic excellence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6116 - Writing a Quality Prospectus

(5 cr.) This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the solution of the problem. ***Note:*** This course is for students who wish to matriculate into the Ph.D. in Public Policy and Administration-PPPA 8115.

MMPP 6137 - The Nature of Crime and Criminology♦

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government‘s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6215 - Controversies in Criminal Justice♦

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly

changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6217 - Technological Solutions and 21st-Century Crime♦

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6280 - Policy and Politics in American Political Institutions♦

(5 cr.) This course introduces students to the crafts of policymaking and policy analysis in the American democratic system. It covers the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6281 - Program Evaluation♦

(5 cr.) This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to

evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision-makers. By the end of the course, each student will develop a program-evaluation design for a social program.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6282 - Public Policy and Finance♦

(5 cr.) This course covers microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers‘ compensation, and Social Security. Outsourcing of public programs is also examined.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6300 - Disaster Response and Recovery♦

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6320 - Public Policy Implications of Terrorism Legislation and Policies♦

(5 cr.) This course provides a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, Web sites, case studies, and material representing

international, national, and local governments and organizations. Learners critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6321 - Terrorism: A Systemic Approach for Emergency Preparedness♦

(5 cr.) This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6322 - Critical Incident Planning and Leadership

(5 cr.) This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

MMPP 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness♦

(5 cr.) This course offers students an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments♦

(5 cr.) In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working

environments with nonprofits in the United States. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6335 - Placing NGOs in the Global Context♦

(5 cr.) This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6345 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.) This course provides a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

MMPP 6346 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.) This course provides students with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure, and participate in online discussions.

MMPP 6347 - Critical Incident Planning and Leadership

(5 cr.) This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand

leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

MMPP 6363 - Public Safety Issues♦

(5 cr.) This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6364 - Managing Public Safety Organizations♦

(5 cr.) This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of ―first-planner" and ―first-responder" are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6365 - Ethics in Preserving Public Safety♦

(5 cr.) This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6379 - Advanced Methods in Public Policy Analysis and Evaluation♦

(5 cr.) An in-depth examination of the methods and processes policy analysts use to assist policy makers in identifying problems, formulating and evaluating alternative solutions, and implementing preferred policies is provided to students in this course. The course includes cost-benefit analysis, econometric analysis, policy modeling, the role of economic and political

factors in public decision-making and policy formulation, marshaling resources and advocacy, and various applications to specific public policy topics. The focus of the course is on various quantitative and qualitative techniques used by policy analysts.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6380 - Policy and Politics in American Political Institutions

(5 cr.) This course introduces students to the crafts of policymaking and policy analysis in the American democratic system. It covers the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

MMPP 6381 - Program Evaluation

(5 cr.) This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program-evaluation design for a social program.

MMPP 6382 - Public Policy and Finance

(5 cr.) This course covers microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public and/or private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers‘ compensation, and Social Security. Outsourcing of public programs is also examined.

MMPP 6390 - Strategic Context of Public Management and Leadership♦

(5 cr.) This course engages learners in collaborative study of the changing strategic context of public administration. Learners apply a systems perspective to construct a public enterprise model of the public organization of their choice, as a way of understanding the strategic context for practical action and the stakeholder relations involved. This is an organization ―mental model," which is similar to a traditional ―business model," but which includes the three interrelated flows of money, knowledge, and influence. Emphasis in this course is on management and leading of the unknown—imagining and creating a future that works in a time

of unprecedented and unpredictable change. Students apply strategic scenarios to organizational change for the public organization of special interest to them. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6391 - Transformative Change in a Shared-Power World♦

(5 cr.) This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students are taught a pragmatic action learning process for studying the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6392 - The Language of Leadership♦

(5 cr.) In today‘s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides both theoretical and practical information; demonstrates the necessary components for making such connections; and shows why stories, symbols, and metaphors are an essential element in the language of leadership.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6400 - Public Health Leadership and Systems Thinking♦

(5 cr.) In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6405 - Ethics and Social Justice♦

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6420 - Health Economics♦

(5 cr.) Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6431 - Finance and Budgeting for the Public Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in the public sector. This course examines finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices, tax systems, financial management, budgetary reform, and financial technology systems specific to government organizations. Students apply what they learn to developing budget and financial projects relevant to public organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6450 - Historical and Contemporary Issues in Criminal Justice♦

(5 cr.) This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6452 - Policy Analysis in the Criminal Justice System♦

(5 cr.) This course reviews key court decisions and explores the tension between constitutionally-guaranteed individual rights and crime-prevention and public-safety efforts. The course also covers policy analysis and planning in the criminal justice field and offers an understanding of the policy context in which the criminal justice system functions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6453 - Leadership: Putting Theory Into Practice in Criminal Justice Administration♦

(5 cr.) This course introduces students to the problems that currently confront the administration of the criminal justice system as well as problems predicted for the future. So that students are prepared to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

(5 cr.) In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on

collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6740 - Disaster, Crisis, and Trauma

(5 cr.) This course defines natural and human-made disasters such as war, violence, genocide, and terrorist activities and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. The course emphasizes the importance and development of culturally-appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

MMPP 6741 - Psychology of Terrorism♦

(5 cr.) This course will examine the history, philosophy, techniques, and countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on its roots viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomena, including poverty, psychology (e.g. motivational factors, antisocial behaviors), social injustice, oppression, and religion; and impact of media and technology in aiding and countering terroristic activities.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6810 - Fundamentals of Law and Public Policy♦

(5 cr.) Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court‘s roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6811 - Legal Research for Policy Practitioners♦

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research and will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6812 - Contemporary Cases and Issues in the Courts♦

(5 cr.) Major issues in the Supreme Court have an impact on public policy at the state and local levels. This course examines major past and current U.S. Supreme Court decisions and explores how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6812 - Contemporary Cases and Issues in the Courts♦

(5 cr.) Major issues in the Supreme Court have an impact on public policy at the state and local levels. This course examines major past and current U.S. Supreme Court decisions and explores how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

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MMPP 6820 - Elements of Sustainable and Livable Communities♦

(5 cr.) Creating and maintaining livable and sustainable communities requires leaders who understand and can assess the interrelated elements that make a community viable over time. This course explores demographics, health, education, employment opportunities, transportation, recreation, housing, natural resources, technology, and other elements necessary to sustain a thriving community. Students define and explore these concepts through case studies and local-community examples.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6821 - Tools for Sustainable Community Development♦

(5 cr.) Effective community leaders require comprehensive tools and resources to create livable and sustainable communities. Students explore topics that include demographic analysis and forecasting, citizen engagement, economic forecasting and budgeting, acquisition of alternative funding sources, GIS (geographic information system) technology, comprehensive-use planning, and other tools and resources needed to meet the challenge of creating and maintaining

sustainable communities. Students use case studies and examples drawn from local communities to identify and apply appropriate strategies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6822 - Current Issues in Regional and Local Public Policy♦

(5 cr.) Local government leaders must understand and address complex and interrelated issues including public health and safety, urban sprawl, immigration, transportation, the aging of the baby-boom generation, affordable housing, living wage jobs, and the threats to natural resources. This course explores current concepts with an emphasis on creating livable and sustainable communities through cooperation, coordination, and collaboration of community stakeholders. Students use local community examples to assess critical issues and identify problem-solving strategies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6830 - Current Issues in Homeland Security♦

(5 cr.) Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6831 - Critical Incident Planning and Leadership♦

(5 cr.) Strategic leadership is required to address the challenges and complexities of homeland security. To respond to critical incidents while and after they occur, leaders must plan tactically and understand how to obtain and mobilize resources. Students explore the roles of leaders in relation to activating or coordinating funding, personnel, jurisdictional issues, training, communication, information management, technology, and healthcare in order to create an effective response to homeland security needs. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6832 - Terrorism: Legislation and Policy♦

(5 cr.) The events of September 1, 2001 resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6840 - Health Policy and Management♦

(5 cr.) This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6841 - Legal and Regulatory Aspects of Public Health♦

(5 cr.) This course examines the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6842 - Leadership, Professionalism, and Ethics in Public Health Practice♦

(5 cr.) This course examines theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice are considered, with emphasis on a collaborative approach to working with diverse communities and constituencies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6850 - Introduction to the Nonprofit Sector♦

(5 cr.) Nonprofit organizations serve as the foundation for many social change efforts. This course explores the history, foundations, and types of nonprofit organizations and the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6851 - Board Governance and Volunteer Management♦

(5 cr.) Volunteers are the ―lifeblood" of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation, with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper they developed in the Introduction to the Nonprofit Sector course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMPP 6852 - Resource Development♦

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization designed in the Introduction to the Nonprofit Sector course.

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MMPP 6910 - Capstone Seminar♦

(5 cr.) The course provides students with an opportunity to integrate learning from courses in the program in a capstone project, defined as an applied project with a written paper or a research paper. The capstone may focus on governance, policy, or leadership and management in either the public or nonprofit sectors or take a cross-sector comparative perspective.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMSL

MMSL 6100 - The Character of Leadership

(3 sem. cr.) There are many challenges in the work of an ethical, vision-oriented leader at any level of organization. In this course, students examine these challenges and learn about the skills needed to navigate in turbulent, changing environments that often pose difficult choices. Students explore concepts related to level-five leadership and servant leadership, and they begin the process of self-assessment and reflection-in-action. Students are also provided with an introduction to Walden University, graduate studies at Walden, the M.S. in Leadership program, and all related processes and policies, including best practices of online learning and employing graduate-level standards to coursework.

MMSL 6110 - Building Organizational Culture: Leaders as Architects♦

(3 sem. cr.) Organizational leaders act as partners in shaping, and are shaped by, the organizational cultures they seek to influence. Students in this course learn to recognize the elements that make up and organization‘s culture as well as ways to harness these for positive change and organizational success. They explore perspectives on how to make conceptual sense of the cultural landscape of organizations and examine the implications for leading and building effective communities at various levels of application. Students assess and discuss a variety of topics, such as tools of self-development, the reciprocal nature of leadership, and cultural components.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMSL 6120 - Leading Vibrant and Diverse Teams♦

(3 sem. cr.) Effective leaders at all levels of organization apply their knowledge of group dynamics to create productive groups. They produce desirable goal-oriented behaviors within their groups, maximize the impact of diversity of people and perspectives on group functioning, and create cultures of trust and justice. Students investigate these aspects of the leadership role and how it creates vibrant, diverse communities, organizations, and groups. Students examine diversity in a myriad of contexts and explore the particular challenges of building effective teams that are fueled by diversity. Through assignments focused on personal assessments, real-world contextual frameworks, and application of theory integrated with personal experience, students sharpen their critical-thinking and writing skills while working toward becoming a more effective leader.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMSL 6130 - Leadership in a Global Landscape♦

(3 sem. cr.) Leaders encounter many challenges as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Students in this course examine these challenges and develop an understanding of the interrelatedness of nations in the global economy. They also explore the changing nature of international business and leadership. Students evaluate and discuss the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration in relation to leadership in a global environment.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMSL 6140 - Framing and Analyzing Problems: Research Strategies for Leaders♦

(3 sem. cr.) Leadership is a complex landscape of analysis and decision making. Students in this course work toward increasing their ability to think critically, with a long-term view, about identifying and analyzing problems and interpreting data. Through this practice, they learn to avoid common decision errors that occur because of faulty, deep-seated mental models. Students also review and discuss fundamentals of scientific research, including the application of qualitative and quantitative research methods to understand leadership phenomena for a conceptual and practical understanding of research strategies available to leaders.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MMSL 6150 - Developing and Communicating Solutions: Tools and Strategies for Leaders♦

(3 sem. cr.) An important leadership qualification is the leader‘s ability to accurately and persuasively frame for their stakeholders solutions to complex problems. In this course, students learn ways to create and frame the decision-making context and to produce and present viable solutions for complex issues in volatile and uncertain environments. They analyze real-world problems and learn to identify and communicate with organizational stakeholders. Students create a plan to align stakeholder mental models with effective decision-making practices, using the tools of communication, engagement, consensus building, and strategic-decision models.

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MMSL 6160 - Taking the Long View: Systems Thinking and Tools for Sustainability♦

(3 sem. cr.) The concept and reality of a system and its dependence upon all its parts drives how decisions are made in an organization. Students in this course focus on building their capacity to see things systemically to be able to recognize a system and all its parts for effective decision

making. They use systems thinking tools to model single, double, and multiple-loop feedback systems, at micro and macro levels of analysis, and they practice using multiple-scenario analysis. Through practical exercises, students learn how the practice of systems thinking lays the foundation for creating sustainable outcomes. Through discussion and reflection, they consider the impact of decisions and actions. Students have the opportunity to gain skills to plan for multiple scenarios, creating highly agile responses and preventing vulnerability imposed by rapid change with no ready response on the part of leaders and organizations.

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MMSL 6530 - Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments♦

(3 sem. cr.) Students taking this course build upon previous core content related to framing, prioritizing, assessing risk, and identifying variables associated with complex issues in dynamic environments. They have the opportunity to develop skills and knowledge that will help them provide clarity in constraining, confusing, and complex situations so that others engage, support, and follow new plans. In the context of leadership, students assess and discuss a variety of topics, such as systems-environment, change, socio-technology systems consideration, leverage points, sustainability, and paradigm shifts. Students also engage in assignments designed to provide practical application of content for a real-world understanding of how to be a successful leader for sustainable futures in rapidly changing contexts.

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MMSL 6540 - Innovation and Technology♦

(3 sem. cr.) Contemporary and successful leaders must leverage technology in every appropriate way to achieve goals in the complex global environment. In this course, students explore the role of information and information technology in organizations and learn how to identify and analyze emerging technologies, including and beyond the scope of information technology. Students focus on the importance of technology and innovation in today‘s multifaceted environment as well as the ethical implications thereof. Through individual and group applications, students examine strategies to nurture innovation and cultivate technology development. They also take time to reflect on concepts presented in the course and consider how they can use this information to become the type of leader who effects change through innovative means.

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MMSL 6570 - Leading Strategic Initiatives for Growth and New Value♦

(3 sem. cr.) Maintaining a competitive advantage in business requires leaders who have the knowledge and skills to develop and implement growth strategies to ensure stability and promote expansion. Students in this course focus on the challenges and opportunities when leading organic growth and value innovation initiatives. Students build upon concepts ranging from skill-based strategy, organic growth, and value innovation, while evaluating the leadership challenges of developing new value and growth opportunities for organizations. They also explore and exercise various analytic strategic-thinking perspectives and tools that lend to the development and implementation of potentially successful and innovative organizational strategies in their chosen professional field.

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MMSL 6660 - Personal Leadership: Mentoring and Coaching♦

(4 sem. cr.) Mentoring requires an understanding and integration of many theories, including leadership, interaction, and communication, that support the development of effective leaders. This course helps students understand and apply skills of effective mentoring, such as active listening, learning, empowering, and enabling change. Students engage in practical exercises, such as using feedback to create interactive dialogue and asking questions to acquire a deeper understanding of mentoring and coaching processes. In consideration of modern and virtual environments, students explore the challenges of mentoring or coaching individuals in a virtual or team setting.

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MMSL 6661 - Leadership in Action: Change Management and Conflict Resolution♦

(4 sem. cr.) One of the more difficult and large-scale challenges of leadership is effecting successful change in the face of resistance and conflict. Students in this course explore this challenge as well as the various facets of leading organizational change. They engage in writing assignments designed to help them focus their ideas and critically assess major topics, such as conflict resolution strategies aimed at the personal and organizational level. Students also consider the implications of emotion and the multifaceted array of conflict-management styles—factors for which professionals must account when making decisions regarding leadership and conflict resolution.

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MMSL 6671 - Global Perspectives with Study Abroad Seminar

(4 sem. cr.) This course builds on a 1- to 2-week seminar experience where students are immersed in the business environment and culture of another region. Students use their experience in conjunction with other resources to develop a robust understanding of doing business in a global environment.

MMSL 6672 - Field Study

(4 sem. cr.) Students have the opportunity to develop an independent research project based on individual goals in this course. Students propose a research project that aligns with Walden's M.B.A. program and their own professional objectives. They also conduct applicable research under the guidance of a Walden instructor and present their findings to that instructor. *(Prerequisite(s):* Prior academic approval is required.)

MMSL 6680 - Individual and Organizational Commitment to Social Responsibility♦

(4 sem. cr.) Taking into account global concerns, such as human rights, the environment, and factors of sustainability, individuals and organizations alike have incorporated a business model with a vision of change and a mission to positively influence society. In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Through assessment of past and current corporate practices of successful organizations, students gain practical insight on effective and non-effective strategies, in addition to related ethical considerations. Through application and reflection, students consider the role they can play in implementing change and growth without doing harm through unintended byproducts and outcomes, developing the ability to practice social responsibility as part of their daily work.

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MMSL 6681 - Social/Environmental Entrepreneurship and Sustainable Development♦

(4 sem. cr.) Leaders can have a major impact on the environment and the lives of others through the promotion of positive social change in private enterprise. In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of the micro-level community and the world at large. Students prepare to build new organizations that solve problems within a systems context. They gain hands-on experience drafting new venture plan outlines that focus on social and environmental entrepreneurship issues. Students assess and discuss planning, operations, and decision-making approaches from a leadership perspective. They also build into their approach to planning, operations, and decision making a global awareness that begins within their local community and extends far beyond.

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MMSL 6700 - Introduction to Human Resource Management♦

(4 sem. cr.) Students are provided with a comprehensive overview of human resource (HR) management in this course. Students explore the role of HR managers as strategic partners who focus on the mission and goals of an organization. Within the strategic and legal framework, they examine the remaining areas of HR management functions, including workforce planning and employment; human resource development; total rewards of compensation, benefits, and rewards; risk management of health, safety, and well-being; and employee and labor relations. Students examine the use of technology as a tool in providing HR metrics to measure outcomes. They also work toward gaining the skills that enable them to develop important employment- and HR-related policies and procedures, responsibilities inherent in HR functions, programs, and activities.

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MMSL 6701 - Strategic Human Resource Management

(4 sem. cr.) In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for real-world problems. Students explore such concepts as human resource issues involved with mergers and acquisitions, global management of human resources, and high-performance systems required to achieve competitive advantage. *(Prerequisite(s):* MMSL 6700.)

MMSL 6730 - Strategies for Advancing Innovation and Technology♦

(4 sem. cr.) Major fluctuations in the economy often force managers to make important, timely decisions that harness existing resources within their organization, leading to new developments and strategic advantage. In this course, students address important management challenges that are typical in today‘s technology-based businesses. They learn ways to align business needs with technological solutions and identify new opportunities or applications for technology. Students have the opportunity to gain the requisite skills to manage processes that ensure technology solutions enhance an organization‘s competitive position. *(Prerequisite(s):* MMSL 6540.)

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MMSL 6731 - Strategies for Implementing Innovation and Technology

(4 sem. cr.) In light of rapidly evolving technology, there are many factors involved in ensuring that businesses remain successful. Such factors involve understanding new technological capabilities and aligning them with the goals of a company and the needs of customers. Students

in this course explore these factors and examine how managers make decisions to help ensure their company remains innovative and technologically adept. They examine the processes and tools involved in implementing new technologies and formulate solutions to overcome related challenges. In addition, students examine and discuss how technology solutions are affected when the context is global in scope. *(Prerequisite(s):* MMSL 6630.)

MMSL 6740 - Entrepreneurship and New Venture Creation♦

(4 sem. cr.) An important trend of which managers must be aware involves business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students in this course explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Students engage in coursework focused on market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization. They have the opportunity to apply these and related concepts to problems common in contemporary organizational contexts.

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MMSL 6741 - Building and Funding an Entrepreneurial Venture♦

(4 sem. cr.) In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming ―glocalities" (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. Students also use case studies and other practical exercises to evaluate innovative funding sources and investigate the challenges involved in maintaining growth and sustainability. *(Prerequisite(s):* MMSL 6640.)

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MMSL 6750 - Foundations in Project Management♦

(4 sem. cr.) Students are introduced to the art and science of project management as applied to different types of project situations. They learn about the tools, techniques, and methodologies used to lead a project successfully throughout the project life cycle. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. They explore the function of the project management office (PMO), project organizations, team building, project selection, and portfolio management. Exploring context through real-world problems, students learn how managers employ the scope of work, work definition, scheduling, risk management, control, and closeout throughout the course of a project. In addition, students learn how project managers use request for proposals (RFPs), proposals, and contracts to define a project clearly and safeguard their company. ***Note:*** There is a

special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003, or later. Considering Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be prepared to use a PC during this course, or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac. ***Note:*** There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP or Server 2003 or later. Since Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be prepared to use a PC during this course, or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

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MMSL 6751 - Project Management Skills for Managers

(4 sem. cr.) As organizations continue to grow in scope and size, so do their projects, requiring individuals with a unique and diverse set of management skills who are able to see a product through from conception to distribution. In this course, students delve deeper into the realm of project management to assess its impact on the business environment in a domestic and global context. Students examine the ―soft" skills of project management as the keys to improving its practice. In the context of real-world problems, they assess research and engage in practical simulations to determine best practices of project management in today‘s organizations. *(Prerequisite(s):* MMSL 6650.) ***Note:*** There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003, or later. Considering Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be prepared to use a PC during this course, or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

MMSL 6900 - Capstone in Leadership: The Social Impact Vision and Project

(3 sem. cr.) This course is built on the fundamental idea that individuals achieve great change in organizations and communities of all sizes by working toward growth and positive change in their own lives. In this capstone course, students examine the challenges of rebuilding a sense of community in the world, starting with the final crafting of their personal vision profile and personal plan of action and resulting in changes that could reverse the declines of economies, communities, and families. Integrating themes from the program, students develop a personal plan of action and an evidence-based, formally researched, service project proposal within their communities.

MRKT

MRKT 3001 - Marketing♦

(5 cr.) Students examine basic marketing functions and the execution of successful marketing processes. They gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including customer relationship management.
(Prerequisite(s): BUSI 1002.)

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MRKT 4501 - Marketing Management♦

(5 cr.) Successful business strategies and policies depend on effective marketing management processes and knowledgeable leaders. Through this course, students have the opportunity gain the creative decision-making skills required to develop and implement strategic marketing programs. Students learn about fundamental concepts and elements of marketing, including marketing mix, channels of distribution, and industrial and international marketing. They evaluate current events and contemporary business case studies to develop a real-world understanding of the development, organization, implementation, and control of the marketing plan. *Prerequisite(s):* MRKT 3001.)

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MRKT 4502 - International Marketing♦

(5 cr.) Keeping with the 21st-century shift to globalization, businesses often need to extend their services beyond their home country to keep a competitive advantage. In this course, students explore the cultural, legal, technological, and financial aspects of various countries to understand the driving forces of marketing within a multinational framework. In addition, students learn to apply the tools of the marketing management process to the international environment. Through this course, students work toward gaining the strategic decision-making skills that professionals use to compete in the global marketplace. *Prerequisite(s):* MRKT 3001.)

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MRKT 4503 - Case Study: Services Marketing♦

(5 cr.) To succeed in the service industry, businesses must focus not only on the quality and sale of products, but also on customer service satisfaction. In this course, students evaluate the difference between product and service marketing and explore concepts such as the service marketing mix, total quality management, customer perceptions of services, and pricing of

services. They assess and discuss the role of pricing, the importance of adopting strategies, and the role of service environments. For a practical understanding of the service industry and marketing, students develop a comprehensive plan in the context of real-world service challenges. *Prerequisite(s):* MRKT 4502.)

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MRKT 4511 - Marketing Communications♦

(5 cr.) Students in this course prepare to engage effectively in the practice of developing targeted communications—written, spoken, broadcast, and printed—that specifically support the marketing initiatives and strategies of any planned effort. Students hone their problem-solving and creative skills while practicing with marketing tools, such as integrated messaging, image clarity and enhancement, media relations, positioning, and persuasion. They use basic marketing principles to assess successful and failed marketing communications efforts and create a portfolio of useable approaches. *Prerequisite(s):* MRKT 3001.)

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MRKT 4512 - International Marketing Communications♦

(5 cr.) Students in this course learn concepts to expand the scope of their marketing communications knowledge to include international breadth and depth. They address unique challenges, including culture, globally-diverse markets, international regulation, and media differences, while embracing the remarkable opportunity of international exchange. Using integrated marketing communications principles, students engage in practical applications of content, such as the planning, development, and implementation of a marketing communications campaign for the global market. Through these globally-focused projects, students acquire the necessary awareness and essential skills to function within the international marketing arena. *Prerequisite(s):* MRKT 4511.)

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MRKT 4513 - Media Planning and Purchasing♦

(5 cr.) There is more to marketing a product or service than creating an engaging commercial or a colorful ad. A critical aspect of implementing a marketing plan involves deciding how to distribute the message, whom the message will reach, and through which media avenue the message is delivered. With the rise of technology and telecommunications, this task is becoming more and more challenging. In this course, students explore these challenges and become grounded in fundamental concepts of media planning, such as gross rating points and effective reach. They use modeling tools that allow them to see the effects of different media plans in

putting into operation a media strategy as part of a larger plan. Ultimately, students learn to develop an effective plan with appropriate reach and impact. *Prerequisite(s):* MRKT 4511.)

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MSEM

MSEM 6100 - Critical Issues in Emergency Management

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

MSEM 6115 - Foundations of Graduate Study♦

(1 cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

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MSEM 6137 - The Nature of Crime and Criminology♦

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

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MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government's risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.

MSEM 6215 - Controversies in Criminal Justice♦

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

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MSEM 6217 - Technological Solutions and 21st-Century Crime♦

(5 cr.) Students in this course explore the relationship of technology and criminal activity, including current trends in cybercrime. Students are exposed to a comprehensive view of cybercrime, and they study the ways law enforcement agencies use technologies to track and apprehend criminals involved in cybercrime. Students use technique scenarios for solving such crimes, thus studying ways to deal with related problems. They can also gain an understanding of legal responses for these issues. By identifying, data mining, and protecting and gathering evidence, students can gain a comprehensive understanding of solving and prosecuting cybercrimes. Additionally, students analyze techniques and tools used to build and solve cybercrime cases.

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MSEM 6217 - Technological Solutions and 21st-Century Crime♦

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6300 - Disaster Response and Recovery

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

MSEM 6320 - Public Policy Implications of Terrorism Legislation and Policies♦

(5 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and application of principles of social justice implicit in public health decisions and practice. Students study ways to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

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MSEM 6363 - Public Safety Issues♦

(5 cr.) In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical services, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate, and they learn why effective interaction is vital to emergency management. They also have the opportunity to gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix through which they assess competing demands on the various agencies. In this course, students work toward gaining the skills necessary to anticipate the needs of various constituents to develop effective public safety initiatives.

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MSEM 6364 - Managing Public Safety Organizations♦

(5 cr.) Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students explore ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers. Additionally, the course introduces students to concepts of ―first-planner" and ―first-responder."

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MSEM 6390 - Strategic Context of Public Management and Leadership♦

(5 cr.) This course engages students in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise ―mental" model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic-action learning in the practice of public administration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6391 - Transformative Change in a Shared Power World♦

(5 cr.) This course engages students in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6392 - The Language of Leadership♦

(5 cr.) In today‘s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also study why stories, symbols, and metaphors are essential elements in the language of leadership.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6480 - Applied Research and Evaluation Methods♦

(5 cr.) Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces students to research and evaluation methods in the public and nonprofit sectors to study ways to measure and assess a program‘s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6740 - Disaster, Crisis, and Trauma♦

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities affected by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to study theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness♦

(5 cr.) Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6830 - Current Issues in Homeland Security♦

(5 cr.) Since its inception, the Department of Homeland Security has had a profound impact on public policy and administration. This course provides students with an in-depth analysis of homeland security, including history, concepts, policies, and strategies of prevention and response. Students examine and discuss a range of topics, including ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students hone their critical-thinking and analytic skills through the application of fundamental concepts and principles of homeland security to case studies and current issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6831 - Critical Incident Leadership and Planning♦

(5 cr.) Strategic leadership and planning are required to prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case studies, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSEM 6910 - Capstone Seminar

(5 cr.) In this course, students complete a capstone project through which they apply an action research model that fosters social change in public administration or nonprofit management and leadership. Through this project, students demonstrate the knowledge, skills, and competencies acquired in their master‘s degree program. Students also have the opportunity to reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

MSPM

MSPM 6100 - Foundations for Graduate Study in Project Management

(1 sem. cr.) Students taking this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to project management.

MSPM 6101 - Foundations for Graduate Study in Project Management

(1 cr.) Students taking this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. Students engage in course assignments focused on the practical application of professional writing,

critical-thinking skills, and the promotion of professional and academic excellence as they relate to project management.

MSPM 6105 - Principles of Project Management♦

(3 sem. cr.) The process of creation, from conception through distribution, is complicated and requires a diverse set of management skills. Students in this course are introduced to the knowledge, tools, and techniques needed to manage projects successfully throughout a project life cycle. Students engage in coursework focused on project management knowledge areas and process groups as well as the distinguishing characteristics of each. They examine the ways these two dimensions of project management interact in initiating, planning, executing, monitoring, controlling, and closing a project.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6110 - Leadership for the Contemporary Organization♦

(3 sem. cr.) In an instable economy with constant technological advances and shifts toward globalization, organizations must be able to adapt and function efficiently while working through cultural barriers. Students in this course focus on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management, such as those affecting the organization, the project, and the employee. Taking into account individual styles and leadership traits, they also assess and discuss contemporary thinking about leadership and its importance in today‘s business world.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6120 - Integrated Project Process Management♦

(3 sem. cr.) An integrated approach to project management increases the likelihood of project success. In this course, students consider the iterative nature of project management processes. They also explore how project management processes and process groups intersect. Students gain hands-on experience developing a comprehensive project plan that comprises the project management knowledge areas with specific emphasis on scope, time, cost, and quality management. They also assess the importance of project communications management as a tool for managing stakeholder expectations, and they suggest strategies for communications as best practices in project management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6130 - Budgeting and Management of Operations♦

(3 sem. cr.) Effective project management requires leaders with interdisciplinary knowledge and skills who understand the relationships between operational factors, such as business processes and product design. Students in this course learn about these relationships, in addition to other elements imperative in project management, including project goal attainment, positive operating cash flow, risk mitigation strategy, and operational alignment. Students also explore the role of budgeting and management of operations in an organizational environment. They engage in practical exercises designed to help them develop budget and operational plans based on an organization‘s accounting and financial data, project plans, and goals. Students also examine planning considerations associated with global operations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6140 - Enterprise and Project Risk Management♦

(3 sem. cr.) Project management involves an ongoing, and nearly inevitable, variation of risks to which managers must be attuned and ready to mitigate. In this course, students learn how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. They examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization‘s overall risk strategy. Assessing real-world examples of project risks, students learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6150 - Planning and Administering Project Contracts♦

(3 sem. cr.) A major responsibility of many project managers is planning and administering project contracts for the purchase or acquisition of project resources from external sources. In this course, students learn about planning for purchases and acquisitions, requests for proposal, vendor selection, contract administration, and contract closure. They consider and discuss the role of the project manager in the procurement process as it relates to project requirements for purchases or acquisitions, managing the relationship between buyer and seller, assessing vendor performance, contract change control, and conflict resolution. Students also have the opportunity to reflect on theory presented in the course as well as how they can apply these concepts to professional practice.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6160 - Stakeholder Management and Organizational Behavior♦

(3 sem. cr.) One role of the project manager is to lead teams in complex and diverse organizational settings while concurrently communicating with all stakeholders. In this course, students analyze this dual role and examine how individual and group behavior impacts organizational effectiveness. They discover how using influence, rather than organizational power, leads to more successful project management. Students learn ways to design projects to support organizational goals and how to build and engage organizational capital (intellectual, human, physical, financial, and structural). They also assess communications management as a tool to manage internal and external relationships with stakeholders, partners, vendors, and customers.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6170 - Sustainability in Project, Portfolio, and Program Management♦

(3 sem. cr.) How do project managers ensure that their organization‘s initiatives allow for sustainable business and promote positive change through products for a sustainable environment? Students in this course are provided with an opportunity to answer such questions as well as to develop their understanding of managing projects at the portfolio and program levels. Students learn about the nature of sustainability in project management in terms of how project management processes align with the three fundamentals of sustainable development: social equity, economic efficiency, and environmental performance. Students work toward gaining a real-world understanding of concepts through the examination of current research illustrating sustainability in project management and by assessing actual products developed through projects.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6180 - Business Process Management and Systems♦

(3 sem. cr.) A prevalent aspect of all modern organizations is that they are constantly seeking ways to make their processes and systems more efficient and effective to ensure stakeholder‘s needs are met and business prospers. In this course, students learn how to harness the tools needed to help business gain competitive advantage through business processes and systems. Students examine strategies for managing the flow of business information within and across organizational boundaries. They become familiar with the concept of enterprise resource planning (ERP) systems and learn how these systems can lead to novel ways of efficiently managing project execution and business innovation. Students also assess and discuss technologies for business process integration, automation, and optimization, and they examine and practice using practical tools of enterprise.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6205 - PMP®/CAPM® Exam Preparation Course (1 sem. cr.) ♦

A comprehensive assessment, the PMP exam tests the full Project Management Body of Knowledge (PMBOK). This preparation course provides students with the guidance needed to organize the implicit project management knowledge acquired through experience and coursework, fill gaps in their body of project management knowledge, and provides additional context to enhance the their project management knowledge base. Through material review, drills, and detailed explanations, students prepare to sit confidently for the PMP exam.
Note: Eligibility for the PMP® credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent leading and directing project tasks. The final step in earning the PMP® credential is passing the PMP® exam.

Eligibility for the CAPM® credential requires individuals to have a secondary diploma (high school or the global equivalent) and at least 1,500 hours experience or 23 hours of project management education. The final step in earning the CAPM® credential is passing the CAPM® exam.

PMP® and CAPM® are registered certification marks of the Project Management Institute, Inc. PMBOK is a registered trademark of the Project Management Institute, Inc.

For more information, visit the Project Management Institute (PMI) Web site at www.pmi.org.
Prerequisite(s): MSPM 6140 or MSPM 6170. Prerequisite may be taken concurrently with this course.)
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

MSPM 6900 - Capstone: Social Impact in Project Management

(3 sem. cr.) This course is designed to allow students to bring together knowledge gained through the program and to demonstrate mastery of the various course competencies. Students synthesize concepts and skills in an integrative project that combines multiple aspects of their program, illustrating how ethics, internal culture, and external forces shape project managers‘ behaviors when executing projects within an organization. Students articulate how project managers within an organization can drive social change and sustainability through the example they set in their everyday work.

NASC

NASC 1001 - Environmental Science♦

(5 cr.) This course introduces students to environmental processes and the influence of human activities upon them. Students explore ecological concepts, population growth, natural resources, and current environmental problems from scientific, social, political, and economic perspectives.

The course also provides students with an introduction to the scientific method. Applying course concepts, students engage in a range of practical assignments, such as an assessment of their ecological footprint, a comparison of developed nations vs. less-developed nations, an evaluation of water pollution sources, and an assessment of an area‘s air-quality compliance. Through this course, students gain a foundational understanding of environmental interrelationships and contemporary environmental issues. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG

NPMG 5200 - Introduction to the Nonprofit Sector

(5 cr.) Nonprofit organizations serve as the foundation for many social change efforts. This course explores the history, foundations, and types of nonprofit organizations, as well as the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

NPMG 5405 - Ethics and Social Justice

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

NPMG 5420 - Organizational Management and Leadership

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

NPMG 5431 - Finance and Budgeting for the Nonprofit Sector

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology

systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

NPMG 5435 - Human Resource Management: Building a Capable Workforce

(5 cr.) The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

NPMG 5451 - Board Governance and Volunteer Management

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

NPMG 5461 - Resource Development

(5 cr.) students explore the concepts of philanthropy and development; types of funding sources; and ethical, legal, and diversity considerations. They also analyze and apply a resource development process—including donor and/or prospect research, cultivation, and education; solicitation; and appreciation—and they create a resource development plan for a nonprofit organization

NPMG 5480 - Applied Research and Evaluation Methods

(5 cr.) Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program‘s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

NPMG 5645 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.) In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

NPMG 6115 - Foundations for Graduate Study

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study, a Professional Development Plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence and integrity.

NPMG 6200 - Introduction to the Nonprofit Sector♦

(5 cr.) Nonprofit organizations (NPOs) can serve to positively affect people‘s lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6285 - Policy Analysis

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

NPMG 6405 - Ethics and Social Justice♦

(5 cr.) Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6420 - Organizational Management and Leadership♦

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6431 - Finance and Budgeting for the Nonprofit Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in the nonprofit sector. In this course, students examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students learn about the theories underlying fiscal policy, and they read and analyze budgets, financial statements, and financial reports. They also explore and discuss related topics, such as auditing practices; financial relationships with government, donors, and other sources of revenue; financial management; budgetary reform; and financial technology systems. Students apply theories and concepts presented in the course to the development of budget and financial projects relevant to nonprofit organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6435 - Human Resource Management: Building a Capable Workforce♦

(5 cr.) The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6451 - Board Governance and Volunteer Management♦

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6461 - Resource Development♦

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and

pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6480 - Applied Research and Evaluation Methods♦

(5 cr.) Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces research and evaluation methods in the public and nonprofit sectors. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Students are asked to critically evaluate sample research, using these parameters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NPMG 6910 - M.S. in Nonprofit Management and Leadership Capstone

(5 cr.) In this course, students complete a capstone project using action research that fosters social change in public administration or nonprofit management and leadership. In the project they demonstrate the knowledge, skills, and competencies acquired in their master‘s degree program. The project employs an action research model. Students reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

NSEI

NSEI 3380 - Introduction to Client-Side Web Programming♦

The course is an introduction to computer logic and programming for client-side web pages. Students learn fundamental concepts and practices, algorithmic thinking, and web programming through hands-on practice. This course also overviews many general technical aspects of the computing disciplines.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 3381 - Object-Oriented Programming for ISM♦

(3 sem. cr.) Students learn the fundamental concepts and practices of programming in an object-oriented language through substantial hands-on practice. Topics include fundamental models of hardware and software; representation of information and procedures; basic processes of software design and construction; object class design, selection, and use; use of documentation, software libraries, and system frameworks; and use of software development tool chains.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6110 - Software Architecture♦

(3 sem. cr.) The architecture of a software system describes its principal components and their relationships. The overviews of this course are the architectural styles, domain-specific architectures, product-line architectures, and the role of architecture in the design and implementation of information systems. Issues related to building robust, scalable, and reliable software intensive systems in an effective way are discussed. The students learn to make optimal architectural choices and employ the most relevant methods, best practices, and technologies information systems, regardless of complexity and scale. *(Prerequisite(s):* NSEI 3381 or equivalent.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6111 - Software Frameworks

(3 sem. cr.) Students in this course are introduced to some of the implementation options available for information systems, focusing on composition and reuse rather than construction from scratch. Students apply widely used components to build up-to-date Web applications. Topics include common software system frameworks, components and tool sets, open-source and proprietary software ecologies, and staying current with communities of practice.

NSEI 6112 - System and Service Architecture♦

(3 sem. cr.) The focus of this course is on the ―back end" of information system and service design: mapping the desired functions onto systems structures that possess desirable properties. Topics include system architecture processes and idioms; mapping architectures onto implementations; and designing for reliability, security, modularity, and scalability. *(Prerequisite(s):* NSEI 6301.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6205 - PMP®/CAPM® Exam Preparation♦

(1 sem. cr.) The Project Management Professional (PMP)® and Certified Associate in Project Management (CAPM)® exams are comprehensive, testing the full range of practices found in A Guide to the Project Management Body of Knowledge (PMBOK® Guide). Through material review, drills, and detailed explanations, this course helps prepare students to sit confidently for both exams. It also provides students with the guidance needed to organize project management knowledge acquired through experience and coursework, fills gaps students may have in their

repertoire of project management knowledge, and provides additional context for students to enhance their existing project management knowledge base.

Note: Eligibility for the PMP® credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent leading and directing project tasks. The final step in earning the PMP® credential is passing the PMP® exam.

Eligibility for the CAPM® credential requires individuals to have a secondary diploma (high school or the global equivalent) and at least 1,500 hours experience or 23 hours of project management education. The final step in earning the CAPM® credential is passing the CAPM® exam.

PMP® and CAPM® are registered certification marks of the Project Management Institute, Inc. PMBOK is a registered trademark of the Project Management Institute, Inc.

For more information, visit the Project Management Institute (PMI) Web site at www.pmi.org. *Prerequisite(s):* NSEI 6740. Prerequisite may be taken concurrently with this course.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6301 - Information System and Service Analysis and Design♦

(3 sem. cr.) The focus of this course on the ―front end" of information system and service design: understanding user and customer behaviors and requirements and designing the functions and interfaces to support them. Topics include requirements analysis, contextual design and user modeling, iterative design, and human-computer interaction. *(Prerequisite(s):* NSEI 6111 and NSEI 6712.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6511 - Information Systems Project Management♦

(3 sem. cr.) Students develop the skills needed to plan, lead, and manage an information systems project. Topics include estimating, budgeting, and scheduling; risk management; team leadership; engineering process management; and open-source processes *(Prerequisite(s):* NSEI 6112.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6521 - Global Information Systems Development♦

(3 sem. cr.) Students learn how to organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. Topics include legal, economic, cultural, and intellectual property issues; 24-hour development; strategic division of labor; case studies of specific geographies; and quality and process standards.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6561 - Service and Sourcing Management♦

(3 sem. cr.) Students learn to manage projects and programs that span multiple organizations. Topics include process and best practices for qualification, acceptance, and assurance; service-level agreements; relationship management; and supply chain strategy. *(Prerequisite(s):* NSEI 6511.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6562 - Global Services Management♦

(3 sem. cr.) Students learn the most important issues and practices for both clients and service providers. Topics include information technology and business process outsourcing, managing a services business, global human resources, service supply chain management and governance, and client relationship management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6600 - Foundations of Health Informatics♦

(3 cr.) This course provides a broad historical, technological, and theoretical framework for the study of health informatics. Consideration is given to the past, present, and future of this rapidly evolving discipline, with exploration of critical issues and challenges within the field, as well as potential applications, benefits, and opportunities for improving the management of healthcare through information technology. Special topics to be considered include the development of virtual and interactive healthcare through technology; the interoperability, standardization, safety, and risks associated with the implementation of the electronic health record; and the emergence and adoption of new information technologies. Professional roles and responsibilities related to managing health information technology are described, as well as organizations that promote health informatics. A global perspective of trends and issues in health informatics is provided.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6630 - Information Systems Management

3 sem. cr. An effective healthcare information system is one that provides value by addressing the requirements of an organization and the needs of the individuals who will use the system. Such a system requires knowledgeable, ongoing management at each step within the complex process. Students in this course explore the technical aspects of information systems management, including key issues of systems design and development as well as system support and maintenance. Focusing on the systems development life cycle (SDLC) approach, students analyze and describe necessary steps in the cycle, such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Additionally, students learn terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.

NSEI 6631 - Data Warehousing and Business Intelligence♦

(3 sem. cr.) Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision-making. They cover issues in data acquisition, storage, retrieval, and analysis. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6645 - Representation of Health Information♦

(3 sem. cr.) In this course, students examine the need for consistency in health data standards and the importance of appropriate identification and selection of these standards. The structure of medical and health information through effective knowledge representation is presented, with an emphasis on the practice of knowledge management and the incorporation of evidence-based best practices. The diverse terminology, ontology, acronyms, coding, and classification systems used in health information technology, both by information systems users and by those who design and maintain those systems, are examined. Topics include data communication, the development and advancement of e-health technologies, and future federal initiatives to digitalize health data.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6661 - Business Analytics and Data Mining♦

(3 sem. cr.) Students learn and apply techniques for inference and discovery in large data sets. Topics include statistical inference, exploratory data analysis, data mining, text mining, and machine learning for predictive modeling. *(Prerequisite(s):* NSEI 6631.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6701 - Managing the IT-Enabled Enterprise♦

(3 sem. cr.) This course serves the dual purpose of introducing students to studying online at Walden and to some of the fundamental issues and trends in information systems management. Topics include information and communication skills for professionals, and information systems issues and cases in the extended enterprise. Emphasis is placed on the services supply-chain context and stakeholder perspectives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6712 - Business Architecture and Process♦

(3 sem. cr.) Students in this course examine the structure and operations of organizations from an information-processing point of view and develops students‘ skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process design, management, and optimization; decision support and automation; and enterprise resource planning and integration. *(Prerequisite(s):* NSEI 6701.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6713 - Business Strategy for Competitive Advantage♦

(3 sem. cr.) The focus of this course is on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

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NSEI 6720 - Integrated Project Process Management♦

(3 sem. cr.) This course focuses on the iterative nature of the project management processes, demonstrating how an integrated approach to project management increases the likelihood of project success. The course illustrates how the project management processes and process groups

intersect. Students develop a comprehensive project plan that comprises the project management knowledge areas with specific emphasis on scope, time, cost, and quality management. The course also highlights the importance of project communications management as a tool for managing stakeholder expectations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6721 - Organizational and Social Dimensions of Information Systems♦

(3 sem. cr.) In this course, students place their technical and process work in a human context, focusing on issues and effects in a broader domain. Topics include organizational behavior and change; intellectual property issues; ethics, professionalism, and social impact; and privacy and security. *(Prerequisite(s):* NSEI 6712.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6730 - Budgeting and Management of Operations♦

(3 sem. cr.) In this course, students explore the role of budgeting and management of operations in an organizational environment. Emphasis is placed on developing budget and operational plans based on an organization‘s financial data, project plans, and goals. The interdisciplinary knowledge and skills associated with achieving project goal attainment, positive operating cash flow, risk mitigation strategy, and operational alignment are developed in this course. Students are also introduced to planning considerations associated with global operations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6740 - Enterprise and Project Risk Management♦

(3 sem. cr.) This course explains how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. Students examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization‘s overall risk strategy. Students can learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6771 - IT Governance♦

(3 sem. cr.) Students deal with the effective alignment of information systems with corporate strategy, recognizing the key role that they play in organizational effectiveness in this course.

Topics include decision processes and accountability; the allocation and management of internal and external resources; risk management; value and performance metrics; and legal, regulatory, compliance, and audit issues. *(Prerequisite(s):* NSEI 6713.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6781 - Information Security Governance♦

(3 sem. cr.) This course covers information security issues in an organizational context, recognizing the increasing stakes in keeping systems safe from tampering and disclosure. Topics include management structures and processes for enterprise information security; information security in the supply chain; legal, regulatory, audit, and policy issues; risk management; and the business case for information security. *(Prerequisite(s):* NSEI 6841.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6841 - Information Security Challenges and Solutions♦

(3 sem. cr.) Students survey some of the fundamental issues and techniques in information systems security, preparing students to analyze and solve problems. Topics include issues of authentication and authorization, common vulnerabilities and attacks, prevention and detection, information security best practices, and information security and privacy technologies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NSEI 6980 - ISM Capstone

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project. *(Prerequisite(s):* Service and Sourcing Management; completion of a two-course specialization track.)

NSEI 6981 - ISM Capstone: IT Strategy and Governance

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project. *(Prerequisite(s):* Service and Sourcing Management; completion of a two-course specialization track.)

NSEI 6982 - ISM Capstone: Business Information Management

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project. *(Prerequisite(s):* Service and Sourcing Management; completion of a two-course specialization track.)

NSEI 6984 - ISM Capstone: Enterprise Information Security

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project. *(Prerequisite(s):* Service and Sourcing Management; completion of a two-course specialization track.)

NSEI 6985 - ISM Capstone: Managing Global Software and Service Supply Chains

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project. *(Prerequisite(s):* ervice and Sourcing Management; completion of a two-course specialization track.)

NURS

NURS 3000 - Issues and Trends in Nursing♦

(5 cr.) This course provides students with an overview of the evolution of nursing as a profession and its relationship to the changes in organization, structure, and function of the U.S. healthcare delivery system. Students examine major issues and trends in nursing and healthcare and consider the influence of socioeconomic, ethical, legal, and political variables as well as professional values on contemporary nursing practice. Through weekly discussions, students explore and share personal experiences on contemporary nursing issues, such as the nursing shortage, workforce challenges, diversity, and the professional status of nursing. ***Note:*** Students must take this course first in their sequence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NURS 3001 - Issues and Trends in Nursing

(5 cr.) This course provides an overview of the evolution of nursing as a profession and its relationship to the changes in organization, structure, and function of the U.S. healthcare delivery system. Major issues and trends in nursing and healthcare are examined with consideration given

to the influence of socioeconomic, ethical, legal, and political variables, as well as professional values on contemporary nursing practice.

NURS 3005 - The Context of Healthcare Delivery♦

(5 cr.) Improvement of healthcare delivery in the United States relies on many factors, such as effective nurse advocacy through politics, policy, and professional associations. But advocacy depends on the ability to fully understand current issues, systems, policies, and related contexts. In this course, students engage in a systems-level analysis of the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. They examine legislative, regulatory, and financial processes relevant to the organization and provision of healthcare services. Students also assess and consider the impact of these processes on quality and safety in the practice environment and disparities in the healthcare system. *Prerequisite(s):* NURS 3000.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NURS 3010 - Information Management in Nursing and Healthcare♦

(5 cr.) Professionals often use information technology to support clinical and managerial decision making in the field of healthcare. Students in this course explore these information technology applications through a variety of written and practical assignments. They focus on information technology that supports the delivery of services, including the collection, storage, retrieval, and communication of data; information systems safeguards; ethical and legal issues; and information management to promote patient safety and quality of care. Students also share examples of information literacy and discuss why it is important to the practice of nursing. Additionally, students identify basic hardware and software components and explore fundamental software applications, including spreadsheets and healthcare databases. *Prerequisite(s):* NURS 3005.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NURS 3015 - Pathopharmacology♦

(5 cr.) A major responsibility of nurses is to help ensure safe administration of medication by having an in-depth understanding of drug categories and how each type interacts with other drugs in the body. In this course, students explore foundational pharmacologic principles and topics, including key drug actions and interactions, effects of various categories of drugs, and pharmacokinetics and pharmacodynamics. Through case studies and other functional applications, students learn about the pathophysiology related to major health problems across the lifespan and the pharmacologic management of those problems. They examine the cellular aspects of disease, pathophysiological signs and symptoms, and dynamics of body defenses. Students also consider pathopharmacological implications in the practice of nursing. *Prerequisite(s):* NURS 3010.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NURS 3020 - Health Assessment♦

(5 cr.) Through this course, students have the opportunity to gain the knowledge and skills required to collect data related to assessment of individual health status. They learn the physical examination skills of inspection, palpation, percussion, and auscultation used to assess major body systems across the lifespan. They gain practical experience using interviewing techniques and communication skills for taking patient histories, and they discuss the psychological, social, and cultural aspects of clinical assessment. Additionally, students consider the integration of data to guide the nursing process and ethical guidelines. Engaging in interactive simulations, students apply knowledge and demonstrate understanding of conducting health assessments. *Prerequisite(s):* NURS 3015.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NURS 4000 - Research and Scholarship for Evidence-Based Practice♦

(5 cr.) Nurses engage in research to stay up-to-date on the changing scope of healthcare as well as new methods and best practices in providing quality care to patients. Students in this course learn the basic elements of the research process. They also learn how scholar-practitioners use these elements to discover new knowledge and models for applying evidence to inform clinical decisions and improve nursing practice and patient outcomes. They consider the ethical conduct of research and scholarly work as well as the nurse‘s role in the collection, documentation, analysis, interpretation, dissemination, and utilization of research data. Students apply course concepts as they research a current problem in nursing practice, propose solutions for change, and synthesize literature that supports their proposed changes. *Prerequisite(s):* NURS 3020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NURS 4001 - Research and Scholarship for Evidence-Based Practice

(5 cr.) This course focuses on the basic elements of the research process in discovery of new knowledge and models for applying evidence to inform clinical decisions and improve nursing practice and patient outcomes. Consideration is given to the ethical conduct of research and scholarly work as well as the nurse‘s role in the collection, documentation, analysis, interpretation, dissemination, and utilization of research data.

NURS 4005 - Topics in Clinical Nursing♦

(5 cr.) In this course, students learn about the major acute and chronic health problems and leading causes of death across the lifespan, including etiology, pathogenesis, clinical

presentation, and implications for treatment and disease management. They also explore the relationship of genetics and genomics to health and illness; infection-control issues, such as drug-resistant organisms; accidents or injuries; common geriatric syndromes; palliative and end-of-life care; and complementary and alternative therapies. Students apply course concepts and demonstrate understanding of nursing intervention through the development of an action plan based on best practices and a teaching plan designed to prevent accidents and injuries. *Prerequisite(s):* NURS 4000.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NURS 4006 - Topics in Clinical Nursing

(5 cr.) This course highlights major acute and chronic health problems and leading causes of death across the lifespan, including etiology, pathogenesis, clinical presentation, and implications for treatment and disease management. Consideration is given to the relationship of genetics and genomics to health and illness, infection-control issues such as drug-resistant organisms, accidents/injuries, common geriatric syndromes, palliative and end-of-life care, as well as complementary and alternative therapies. Development of a framework for nursing interventions is emphasized.

NURS 4010 - Family, Community, and Population-Based Care

(7 cr.) The focus of this course is on application of theories and concepts from nursing and public health sciences in assessing health status and preventing and controlling disease in families, aggregates, and communities as clients. The use of epidemiological and community assessment techniques to examine populations at risk, health promotion, and levels of disease prevention with special emphasis on ethnically diverse and vulnerable populations are incorporated. Major local, state, and national health issues are considered, including mental health and substance abuse and related co-morbidities, re-emergence of infectious and communicable diseases, environmental and occupational health hazards, bioterrorism, emergency preparedness, and disaster response. This course includes a 45-hour virtual, online leadership practicum with no required preceptors or travel. *Prerequisite(s):* NURS 4005.)

NURS 4011 - Family, Community, and Population-Based Care

(7 cr.) The focus of this course is on application of theories and concepts from nursing and public health sciences in assessing health status and preventing and controlling disease in families, aggregates, and communities as clients. The use of epidemiological and community assessment techniques to examine populations at risk, health promotion, and levels of disease prevention with special emphasis on ethnically diverse and vulnerable populations are incorporated. Major local, state, and national health issues are considered, including mental health and substance abuse and related co-morbidities, re-emergence of infectious and communicable diseases, environmental and occupational health hazards, bioterrorism, emergency preparedness, and disaster response. This course includes a 45-hour virtual, online leadership practicum with no required preceptors or travel.

NURS 4015 - Public and Global Health♦

(5 cr.) Through this course, students widen their perspectives of promoting health and preventing disease as they examine health issues that transcend national borders, class, race, ethnicity, and culture. Students discuss the role of the nurse in preserving and promoting health among diverse populations as well as their role in illness prevention and health promotion, protection, and maintenance of targeted populations. They also explore principles of epidemiology and the influencing sociopolitical factors that impact health and well-being of humankind. Students engage in assignments designed to provide practical application of content on topical issues, such as infant mortality rates in the United States and abroad, infectious or communicable disease, implications of global climate change on health, among others. Finally, students consider and reflect on the nurse‘s role as a leader in transforming the future of the world‘s health. *Prerequisite(s):* NURS 4010.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

NURS 4020 - Leadership Competencies in Nursing and Healthcare

(7 cr.) This focus of this course is on building the knowledge and key competencies essential to successful leadership and influence in an evolving healthcare delivery system. Students in this course emphasize increasing self-awareness in the context of organizational challenges and individual motivation; distinguishing leadership from management, team building, strengthening interpersonal communication, and interdisciplinary effectiveness; shaping a preferred future for nursing; translating strategic vision into action; as well as developing skills in implementing and managing organizational change. Specific learning opportunities include case studies, a battery of self-assessments and 360-degree feedback instruments, and exposure to top-level leaders in nursing and healthcare, and a 45-hour virtual, online leadership practicum with no required preceptors or travel. *(Prerequisite(s):* NURS 4015.)

NURS 4021 - Leadership Competencies in Nursing and Healthcare

(7 cr.) This focus of this course is on building the knowledge and key competencies essential to successful leadership and influence in an evolving healthcare delivery system. Students in this course emphasize increasing self-awareness in the context of organizational challenges and individual motivation; distinguishing leadership from management, team building, strengthening interpersonal communication, and interdisciplinary effectiveness; shaping a preferred future for nursing; translating strategic vision into action; as well as developing skills in implementing and managing organizational change. Specific learning opportunities include case studies, a battery of self-assessments and 360-degree feedback instruments, and exposure to top-level leaders in nursing and healthcare, and a 45-hour virtual, online leadership practicum with no required preceptors or travel.

NURS 5501 - Introduction to Statistics and Applied Research Methods

(4 sem. cr.) Students in this course are provided with an introductory understanding of elementary statistics for social scientists as well as an introduction to social science research.

Statistical methods include computation and analysis of frequency distributions, measures of central tendency, understanding of basic probability, and understanding of the normal curve, as well as conceptual understanding of effect sizes, probability value, and the correlation coefficient. Research methods include understanding basic language associated with research, such as the difference between theory and hypothesis, the nature of variables, and different research designs. Students learn to read research critically. ***Note:*** This course is for semester-based master‘s-level students.

NURS 6000 - Success Strategies in the Master of Science Program in Nursing Online Environment

(1 sem. cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to practice in nursing.

NURS 6001 - Foundations for Graduate Study

(1 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. The course will also provide a foundation for the student‘s academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in nursing.

NURS 6006 - Issues and Trends in Nursing

(4 sem. cr.) An overview of the evolution of nursing as a profession and its relationship to the changes in organization, structure, and function of the U.S. healthcare delivery system is provided in this course. Students examine and discuss major issues and trends in nursing and healthcare. They also consider the influence of socioeconomic, ethical, legal, and political variables as well as professional values on contemporary nursing practice. Students conduct a literature review, which they use to analyze and summarize contemporary diversity issues in the workplace. They also engage in additional application-based assignments on a variety of topics, such as the nursing shortage, professional practice, licensing, and legal and ethical issues.

NURS 6010 - Advancing Nursing Through Inquiry and Research

(4 sem. cr.) Contemporary nursing practice now often involves conducting research to learn the most recent trends and effective practices to treat patients. Students in this course focus on the steps of the research process. They explore qualitative and quantitative methods and gain a foundation for evidence-based practice through inquiry and critical analysis of scholarly literature. Students also examine strategies for using research effectively in a variety of situations. Through a collaborative project, students critically investigate and share information on current nursing issues.

NURS 6015 - Information and Healthcare Technologies Applied to Nursing Practice

(4 sem. cr.) The rise of technological evolution and innovation continues to change approaches and practices in healthcare; therefore, nursing professionals should understand how to harness technology in ways to improve delivery and care. In this course, students learn how professionals use information technologies and systems to support decision making in nursing practice, administration, research, and education. They examine information sources used as tools, such as listservs, the Internet, e-mail, and databases. Students consider advances in technology that support the delivery of services as well as the collection, storage, and retrieval of information. They also examine and discuss ethical and legal issues that impact the use of technology in healthcare. Students engage in a team project through which they assess a current issue in nursing, focusing on the impact of information technology.

NURS 6022 - Topics in Clinical Nursing

(4 sem. cr.) Major acute and chronic health problems and leading causes of death across the lifespan, including etiology, pathogenesis, clinical presentation, and implications for treatment and disease management are highlighted in this course. Consideration is given to the relationship of genetics and genomics to health and illness, infection-control issues such as drug-resistant organisms, accidents/injuries, common geriatric syndromes, palliative and end-of-life care, as well as complementary and alternative therapies. Development of a framework for nursing interventions is emphasized.

NURS 6025 - Managing a Continuum of Care for Positive Patient Outcomes

(4 sem. cr.) While the current healthcare system is inundated with the needs of aging patients with chronic disease, providers are seeking ways to advance patient outcomes management and promote initiatives that will improve the long-term health of the population. In this course, students explore concepts related to the management of disease and the prevention of further disability. They identify the impact of cultural, social, political, legal, and environmental factors on providing a continuum of care. Using an evidence-based approach, students also evaluate a variety of topics that address documentation, evaluation, and quality outcome standards. Students apply methods, tools, and standards learned in the course to the development of care/case management plans. Through these projects, students reflect on nurses‘ role in achieving positive outcomes for individuals, groups, and communities.

NURS 6030 - The Practice of Population-Based Care

(4 sem. cr.) The primary goal of public/community health nursing is to maintain and improve the general health of populations through promoting and assisting populations in making positive changes in behavior. In this course, students take an interdisciplinary approach to understanding the practice of population-based care. They examine concepts of health, levels of prevention, epidemiology of wellness, global health issues, and control of health problems as well as principles of interdisciplinary care. Students learn and apply methods to plan, intervene, and evaluate care in communities. They also examine integrative approaches to working with groups in the community to positively impact health behaviors. Additionally, students engage in a group

project in which they review and synthesize literature on a health problem and target population and then investigate an appropriate intervention program.

NURS 6050 - Policy and Advocacy for Improving Population Health

(5 cr.) In today‘s rapidly changing healthcare delivery system, decisions made within the political arena impact the future of healthcare systems and the populations that healthcare professionals serve. In this course, students examine healthcare reform and its impact on healthcare delivery, population health, and nursing practice. They evaluate policies that influence the structure, financing, and quality in healthcare and examine healthcare delivery from a global perspective. Through discussions, case studies, and other activities, students examine the effects of legal and regulatory processes on nursing practice, healthcare delivery, and population health outcomes. Students also examine ways to advocate for promotion and preservation of population health and gain the necessary skills to influence policy and support changes effected by the passing of new healthcare reform legislation.

NURS 6051 - Transforming Nursing and Healthcare Through Technology

(5 cr.) Evidence-based practice is an essential nurse competency that supports the provision of effective and efficient care. Through team projects and individual applications, students learn how to organize, evaluate, and use health information and knowledge to critically appraise and use information technology to enhance evidence-based practice. Students also apply evidence-based practice to improve advanced nursing practice and healthcare outcomes across organization, public-health, and consumer-health settings.

NURS 6052 - Essentials of Evidence-Based Practice

(5 cr.) Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. This course provides students the opportunity to gain a better understanding of the development and relationship of nursing theory, research, and practice. Through a variety of online activities and coursework, students explore the role of nursing theory in both research and practice. They examine research literature to differentiate and critique various research designs, including quantitative, qualitative, and mixed-method models; appraise statistical data; and analyze evidence. Acquired knowledge helps students to critically evaluate research to make decisions about use of findings to enhance practice.

NURS 6053 - Interprofessional Organizational and Systems Leadership

(5 cr.) Students in this course prepare to exercise leadership through which they can help to ensure their organization is able to adapt and flourish in the ever-changing world of healthcare. Students explore the impact of healthcare system changes on transforming the nursing profession. They examine and discuss theories related to leadership and management and learn about empowerment strategies that assist master‘s-prepared nurses to assume and succeed in leadership roles. Students engage in course assignments that focus on real-world nursing practice applications of theory.

NURS 6101 - Policy and Politics in Nursing and Healthcare

(3 sem. cr.) An important responsibility in the nursing profession is to stay current on factors changing the healthcare delivery system so that individual goals and practices align to overarching healthcare needs. In this course, students engage in a critical analysis of socioeconomic, political, legal, ethical, and global factors that affect nursing and healthcare delivery. Through written and case study applications, students examine issues of cost, quality, and access with emphasis on healthcare reform, including financing and payment systems, delivery models, health information management, and the integration of healthcare services to affect safety and quality. Students also explore inter-professional practice issues as well as nursing‘s involvement in health policy and advocacy.

NURS 6110 - The Nurse Leader: New Perspectives on the Profession

(3 sem. cr.) Nurses who assume leadership roles in healthcare must understand various change and management theories, be ready to adapt to constantly evolving work settings and cultures, and lead others by positive example. In this course, students examine and discuss the impact that changes in healthcare systems have on transforming the nursing profession as well the opportunities for leadership resulting from such change. They also assess a variety of theories related to leadership and management. Students engage in activities designed to provide practical application of content on topics such as followership, current situations in practice that require change, strategies to reduce resistance to change, and the development of leadership attributes. Through this course, students have the opportunity to learn strategies and gain skills for becoming empowered as well as for acquiring and sustaining leadership roles in nursing.

NURS 6125 - Integrating Theory and Research for Evidence-Based Practice

(3 sem. cr.) In this course, students are provided with an overview of the development of nursing theory, research, and practice. They learn the process by which practitioners critically appraise and translate theory and research into evidence-based practice in the development of clinical outcomes. Students build on foundational statistics concepts and skills as they explore the practical use of diverse research methods and associated statistical techniques. Students employ course concepts as they engage in evidence-based practice applications, such as basic analyses of quantitative and qualitative data and critiquing a qualitative or quantitative study.

NURS 6150 - Promoting and Preserving Health in a Diverse Society

(3 sem. cr.) Prevention of illness and promotion of a healthy lifestyle leads to improved quality of life and are often more cost effective than treatment or intervention. Students in this course explore health improvement and disease management/prevention initiatives intended to promote healthy societies worldwide. They examine the effects of social, political, and environmental conditions in relation to healthcare access, quality of care, and cultural relevance. Students also examine the contributions of nurse leaders who work to improve health in society. Using these examples as well as theories learned in the course, students research a contemporary health issue, develop and explicate a community health project, and describe the models or process they would use to evaluate their project for efficacy.

NURS 6200 - The Nurse Administrator: Leading and Managing for Excellence

(4 sem. cr.) The primary goal of leaders in nursing is to achieve excellence in the delivery of patient services. In this course, students work toward gaining the knowledge and skills required to lead and manage in the nursing profession. They examine organizational, managerial, and leadership theories, and they discuss standards of practice for nursing administration. They also examine roles and responsibilities, quality improvements, strategic planning and management, regulations, and the function of information systems. Students observe practical applications in nursing administration through field experiences in practice settings. They also sharpen writing and critical-thinking skills through application-based writing assignments, such as a business plan proposal, journal entries, and a reflection from the perspective of a nurse administrator.

NURS 6201 - Leadership in Nursing and Healthcare

(5 cr.) This course sets the foundational stage for the Leadership and Management specialty track. Students focus on theoretical and practical aspects of leadership and management functions in healthcare administration, and they discuss standards of practice for nursing administration. They explore a range of topics, including roles and responsibilities, quality improvements, strategic planning and management, regulations, accreditation, and information systems. Through this course, students learn the goals of the nurse leader, including ways to facilitate efficient, quality healthcare delivery to achieve excellence in patient care and services.

NURS 6210 - Healthcare Finance and Budgeting

(4 sem. cr.) In this course, students explore applications of financial principles in developing, budgeting, and managing resources. Students analyze budgeting processes used in healthcare settings, budgeting models and information systems, nurse administrator responsibilities in finance and budgeting, and the impact of private and public policies. They also examine budget and resource decisions that contribute to the achievement of organizational and nursing service outcomes. Students engage in field experiences in which they observe individuals in practice settings who are involved in key financial activities. Additionally, students gain hands-on experience developing financial elements of a business plan for an organization, including a financial statement, revenue and volume projections, reimbursement codes and rates, among others.

NURS 6211 - Finance and Economics in Healthcare Delivery

(5 cr.) Students in this course learn about the fundamentals of finance and budgeting in healthcare delivery. They apply financial principles, such as budgeting processes used in multiple healthcare settings and the nurse administrator‘s responsibilities within the context of leading and managing resources. Through these applications, students explore budget development and management of operational and capital resources. They examine the influence of private and public policies and budgeting models that effect quality outcomes within the aspect of financial planning using information systems. Students also explore budget and resource decisions contributing to the achievement of organizational outcomes within the context of providing efficient and cost-effective quality care.

NURS 6220 - Human Resource Management

(4 sem. cr.) One of the most important skills in the healthcare industry is the ability to manage the individuals who provide service and deliver care. Students in this course examine the roles and responsibilities of nurse administrators in human resource management. They explore and discuss current legal, ethical, professional, and practice policies and standards as well as the role of technology to support human resource functions. They also examine strategies that support positive organizational and nursing-service goals. Additionally, students observe human resource administrators within a healthcare organization to observe how they provide support to employees and align responsibilities to the strategic goals of the organization. Students use course concepts and knowledge gained from field experiences to complete various practical-application assignments.

NURS 6221 - Managing Human Resources

(5 cr.) Nursing leadership is grounded firmly in managing our most important resource—human capital. In this course, students address nurse administrators‘ role and responsibilities in human resource management. Students explore current legal, ethical, professional, and practice policies and standards, and they learn how to apply technology to human resource functions. Additionally, students learn strategies to support positive organizational and nursing service goals. They also have the opportunity to gain an understanding of the importance of staff satisfaction as well as creating collaborative and supportive partnerships within organizations.

NURS 6230 - Case Study: Quality Nursing in a Complex Healthcare Organization

(4 sem. cr.) Students in this course use a case study approach to synthesize and apply knowledge to a current nursing practice issue. Through a collaborative case study project, students use a variety of administrative strategies to achieve positive patient care delivery outcomes. They develop a comprehensive plan in the context of current nursing-service challenges, analyze and explicate a case study, and provide strategic recommendations that address the issues and challenges presented in the case. Building their professional portfolio, students apply leadership and management theory and strategy to the design of their own case study created for use as a leadership development exercise. Students also review the work of their peers, share perspectives, and provide feedback.

NURS 6231 - Healthcare Systems and Quality Outcomes

(5 cr.) The development of leadership strategies and competencies that support the healthcare organizational delivery of quality care is imperative to quality outcomes within healthcare systems. In this course, students use a systems approach to explore the organizational structures that impact healthcare quality and, ultimately, positive patient outcomes. Students learn how interdisciplinary collaboration is important to the development of quality management structures, gaining an understanding of how quality improvement is a strategic mandate. Engaging in conceptual and application-based assignments, students focus on clinical and service quality planning, control and improvement initiatives, models and tools for process improvement, and the importance and use of metrics in daily operations.

NURS 6241 - Strategic Planning in Healthcare Organizations

(5 cr.) Nurse administrators in healthcare organizations must be aware of and integrate strategic organizational goals. Students in this course use an interdisciplinary case study approach to examine nursing administrative practice issues as they relate to the strategic planning process. Students apply leadership and management principles, concepts, and theory to strategic issues within the case study format. Through these applications, students learn to use a variety of administrative strategies within the context of supportive and collaborative interdisciplinary relationships to achieve positive patient care delivery outcomes that effect positive social change in patient communities.

NURS 6300 - Student-Centered Learning in Nursing Education

(3 sem. cr.) A major goal of nurse educators is to recognize students‘ individual and collective needs to create a supportive learning environment. In this course, students explore the theories and principles associated with the diverse learning needs of adults as well as effective strategies to meet these needs. Students examine and discuss a variety of topics, including socialization, motivation, critical thinking, learning styles, and the impact of societal values on the learning environment. They also examine the unique needs of nontraditional, international, educationally disadvantaged, and physically challenged students. Students apply content through the critical analysis and summary of an adult learning plan designed to overcome learning barriers.

NURS 6301 - Advanced Pathopharmacology

Nurse educators must have advanced knowledge of the concepts and principles of pathophysiology and drug therapy that relate to the nursing care of a variety of patient groups. In this course, students integrate concepts of pathophysiological processes and pharmacologic treatment as a foundation for advanced nursing practice. Students have the opportunity to apply the knowledge gained to specific real-world clinical cases.

NURS 6310 - Teaching Strategies for Nurse Educators

(3 sem. cr.) Student success often depends on a supportive learning environment and strategic teaching tactics. In this course, students learn the theories and principles that support a variety of evidence-based teaching strategies. They examine personal and professional teacher attributes that demonstrate positive role-modeling. They also explore and discuss a toolbox of instructional strategies, effective communication and reflective-thinking techniques, student interactions, and student engagement. Students complete assignments designed to provide practical application of content in areas such as lesson planning, needs assessments and learning objectives, strategies and resources, and evaluation planning.

NURS 6320 - Integrating Technology Into Nursing Education

(3 sem. cr.) Contemporary nurse educators often use current and evolving technology to enhance student learning. Students in this course assess technological applications that educators use in teaching/learning environments in nursing, including technologies that support tracking student assignments and participation, outcomes assessment, and grading. They explore the function of

media, multimedia, computer-based technologies, models, and simulations; processes for evaluating and selecting technology; and distance and online education modalities. Additionally, students explore the use of online information resources, presentation systems, and information storage systems, and they assess the integration of technology with texts and printed materials. Students demonstrate their understanding of technology integration through the development of an online course and an evaluation plan designed to assess the potential efficacy of the course.

NURS 6321 - Curriculum Development, Assessment, and Evaluation

(5 cr.) The educational environment is influenced by social, economic, regulatory, and technological transformations. Students in this course learn the theoretical processes that drive curriculum development, assessment, and evaluation. They also focus on curriculum components, which include societal, professional, and educational trends that affect nursing education curricula in the current environment.

NURS 6330 - Curriculum Development, Assessment, and Evaluation

(3 sem. cr.) A wide array of factors, including social, economic, regulatory, and technological transformations, impact the current educational environment. Therefore, nursing education curricula must be relevant and meet the health and nursing needs of society. Students in this course learn about curriculum development and the many processes that contribute to it. They explore the philosophical foundations of curriculum development; curriculum components; societal, professional, and educational trends; frameworks, competencies, and outcomes; organizational constraints; and selection of learning activities. Students also define the processes of curriculum assessment and evaluation in the context of program, course, and student outcomes. They apply course concepts and theory to the development of a syllabus or course outline. Through this course, students work toward attaining the skills required to develop curricula that address the nursing needs of society, support standards of practice, and prepare graduates for practice in diverse settings.

NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education

(5 cr.) In this course, students explore ways to use technology successfully and design effective teaching strategies to meet diverse learning needs. Students engage in producing innovative teaching approaches that use a variety of teaching methods, including adapting technology for multiples learning styles. Students write learning objectives using Bloom‘s Taxonomy that meet unique needs of nontraditional, international, educationally disadvantaged, and physically challenged learners.

NURS 6340 - The Nurse Educator: Roles, Responsibilities, and Relationships

(4 sem. cr.) The goal of nurses, in all settings, is to be effective educators who guide and facilitate learning and contribute to the educational goals of the organizations in which they work. Students in this course explore the significance of the educator role as it applies to diverse settings, and they assess associated responsibilities and relationships. They examine concepts related to being change agents and leaders, role socialization, legal and ethical expectations, and

professional development. They also explore and discuss nurse educator responsibilities, such as balancing role demands, using evidence to improve teaching, promoting scholarship related to teaching, developing partnerships, and engaging in collaboration and advocacy. Using knowledge gained in previous courses as well as concepts presented in this course, students demonstrate their understanding through various application-based exercises. They also observe the role of a nurse educator in a practice setting and record their learning experiences through journal assignments.

NURS 6341 - Specialty in Clinical Nursing

(5 cr.) In today‘s complex healthcare arena there is increased patient acuity and a growing need for better-educated nurses at the bedside. Nurse educators must possess advanced clinical knowledge to teach complex clinical content effectively, including selecting a focus to advance their knowledge in a clinical specialty. Students advance their clinical knowledge in a selected specialty to prepare them to fulfill the role of the nurse educator.

NURS 6351 - Role of the Nurse Educator

(5 cr.) Nursing education students in this course explore the roles of the nurse educator, including providers of care, staff developers, clinical educators, and academic educators. Through the practicum experience, students translate and apply theoretical principles from their advanced clinical specialty of providing direct care to patients as well as in their practice of teaching. Students work toward solving real-world problems, with the assistance of their preceptors, in a clinical setting as well as with teaching projects in a classroom setting, patient setting, and staff-development setting. They also present the results of their project in the workplace and in the online classroom. ***Note:*** *This course requires a minimum of 144 practicum hours.*

NURS 6400 - Informatics in Nursing and Healthcare

(4 sem. cr.) In this course, students establish the foundational knowledge for understanding and practicing nursing informatics in healthcare settings. Students learn about core and supporting models and theories for nursing informatics as well as its foundation in science. They explore the use of information technology to support decisions that promote safety and quality in patient-centered care, and they assess concerns about protecting information and system integrity. Students engage in practical assignments through which they become familiar with various informatics-related functions and their impact on nurses in healthcare. They also summarize and reflect on their learning experiences.

NURS 6401 - Informatics in Nursing and Healthcare

(5 cr.) Nursing informatics is a rapidly evolving discipline that impacts all areas of nursing practice. Students in this course establish foundational knowledge for understanding and practicing nursing informatics in healthcare settings. Students explore models and theories that support nursing informatics and examine the use of information technology in support of decisions that promote safety and quality in patient-centered care. They also differentiate concerns about information protection and system integrity. Using concepts learned in the

course, students engage in assignments through which they focus on nursing practice in healthcare applications, thus acquiring necessary skills to improve the management of healthcare through informatics nursing practice.

NURS 6410 - Information and Knowledge Management

(4 sem. cr.) Healthcare professionals must have the knowledge and skills to make data-based decisions that lead to effective practice and improved patient care. Students in this course examine database systems as a foundation for studying concepts of data modeling, techniques of data definition, and data manipulation. They explore concepts of information and knowledge management with emphasis on application to the practice setting. Students discuss a variety of topics, such as information management in practice, data modeling, maximizing database performance, and human error in decision making, among others. They also engage in an integrative, collaborative project through which they investigate a current nursing or healthcare issue, plan and build a relational database to address the issue, and assess and provide feedback on plans presented by peers.

NURS 6411 - Information and Knowledge Management

(5 cr.) Effectively managing healthcare data is essential to the practice of nursing informatics. In this course, students examine database systems, including database design and manipulation. Students also explore concepts of information and knowledge management in the healthcare practice setting. Course assignments provide students with the opportunity to work efficiently in teams and build essential skills to execute database design. Through this course, students examine nursing‘s contributions to knowledge management in healthcare organizations. (Microsoft Access 2010 is required for this course. Access is commonly furnished with Microsoft Office).

NURS 6420 - Supporting Workflow in Healthcare Systems

(4 sem. cr.) Nurse informaticists must understand the flow of nursing work to develop information systems that provide effective support and usability. In this course, students examine the analysis, design, development, implementation, and evaluation of electronic information systems in healthcare. They compare, contrast, and critique methods of systems design and devote special attention to workflow modeling. They also engage in a variety of assignments to gain an understanding of the various workflow issues that impact the role of a nurse informatician, such as observing or interviewing healthcare professionals, developing a needs assessment plan, creating a model of a problematic workflow, and redesigning the workflow using a case approach.

NURS 6421 - Supporting Workflow in Healthcare Systems

(5 cr.) Effective knowledge and information flow is critical in the coordination of patient care. Nurses are at the center of care coordination for patients and informatics nurses are central to the design and development of information systems that support workflow in nursing practice. Students in this course examine the analysis, design, development, implementation, and

evaluation of electronic information systems in healthcare systems. They compare, contrast and critique methods of system design. Students also focus on workflow modeling, including assessment of current state workflow and the design of future state workflow, and they examine workflow design best practices to support the implementation and optimization of electronic health records. (Microsoft Visio 2010 is required for this course).

NURS 6430 - Project Management: Healthcare Information Technology

(4 sem. cr.) The field of health informatics requires leaders who have the knowledge and skill to oversee all types of projects, from product or service conception through delivery to stakeholders; such knowledge requires an understanding of multiple core areas of management, such as scope, time, and quality management, among others. Students in this course explore the theory and practice of how to manage health information technology projects. Students learn how to plan, schedule, and control healthcare informatics projects. They consider hypothetical scenarios and professional experiences as they discuss project management specifics, such as managing risk, controlling changes in scope, and handling budget issues. Students use project management software to build a project schedule, and they engage in an integrative team project scenario, including all the major elements and challenges of a healthcare informatics project in the real world.

NURS 6431 - System Design, Planning, and Evaluation

(5 cr.) Healthcare policy, including the American Recovery and Reinvestment Act (2009) and the Health Insurance Portability and Accountability Act (1996), mandates that electronic documentation systems are secure and effective. In this course, students explore systems security and evaluation methods. Through discussion of real-world practice that includes public health and community-based settings, students evaluate the impact of redesigned workflows to the larger system design and throughout the organization. Students create a plan for system design and system evaluation. Through team projects and individual applications, they build skills and confidence that support collaborative, interdisciplinary system design to improve the effectiveness of care. ***Note:*** *Students participate in a 72-hour practicum experience*.

NURS 6441 - Project Management: Healthcare Information Technology

(5 cr.) Healthcare information technology and the implementation of electronic health records are foundational practices critical for success in project management. In this course, students learn the theory of health information technology project management and apply it to real-world experiences. Using project management software, students create a project management plan and schedule, and they control and close tasks related to a health informatics project. Through team projects and individual applications, students build skills and confidence that support the implementation of healthcare information technology to improve the quality of care and patient outcomes. (Microsoft Project 2010 is required for this course).

NURS 6500 - Capstone Synthesis: Practicum I

(3 sem. cr.) Students in the practicum are provided with the opportunity to engage in a supervised experience that integrates theory and research with practice. With guidance and

support from their preceptor and instructor, students apply theory to better understand a specialization role in the context of an organization, formulate and achieve individualized learning objectives, and initiate a project conceptualized in collaboration with their preceptor in agreement with the instructor. The practicum (NURS 6500 and NURS 6510) requires a minimum of 125 total hours, which students record in their time log. Students also complete a cumulative journal in which they provide evidence-based or theory-based analyses of activities, issues, or problems that occur during their experience.

NURS 6501 - Advanced Pathophysiology

(5 cr.) Advanced practice nurses must be equipped with an in-depth understanding of pathophysiological disease processes across the lifespan. In this course, students focus on understanding the biophysiological processes, the deviations from these processes, and an in-depth examination of the scientific concepts related to the biology of disease processes. Advanced practice nursing students learn how normal organ systems function and how organ systems are interrelated to help the body maintain homeostasis. Through knowledge of pathophysiological disease processes, students gain the information needed to develop appropriate treatment plans for patients across the lifespan. Students explore a variety of topics, such as immunity, inflammation, cancer genetics, and cardiovascular disease. They also examine a range of disease processes, including hematologic, renal, neurologic, gastrointestinal, and reproductive disorders.

NURS 6510 - Capstone Synthesis: Practicum II

(3 sem. cr.) This course is a continuation of students‘ practicum experience and coursework started in NURS 6500. Students bring closure to their work on real-world problems, which they developed with their preceptors earlier in their experience. They also evaluate and complete their practicum project and present it to their work site and in the online classroom. The practicum (NURS 6500 and NURS 6510) requires a minimum of 125 total hours, which students record in their time log. Students continue work on their cumulative journal, which provides evidence-based or theory-based analyses of activities, issues, or problems that occur during their experience.

NURS 6511 - Advanced Health Assessment and Diagnostic Reasoning

(5 cr.) The physical and emotional well-being of patients and families can be complex and multifaceted. Advanced practice nurses need to have the knowledge and ability to provide safe, competent, and comprehensive physical health assessments to develop appropriate treatment plans. Students in this course focus on concepts and assessment skills to care for patients across the lifespan. They learn to use diagnostic reasoning, advanced communication and physical assessment skills to identify changes in health patterns, from conception to geriatrics. Students also use a systematic approach through which they focus on the assessment of patients with acute and chronic health problems. They engage in course assignments that emphasize health promotion, disease prevention, and health maintenance across the lifespan.

NURS 6521 - Advanced Pharmacology

(5 cr.) A solid foundation in the concepts and principles of drug therapy across the lifespan is essential to the work of advanced practice nurses. Students in this course apply the advanced principles of pharmacology, including pharmacogenomics, pharmacokinetics and pharmacodynamics, by analysis of common drug classes prescribed by advanced practice nurses across the lifespan. Factors influencing successful therapy such as effectiveness, safety, acceptability, cost, genetic/environmental influences, complementary regimens, and patient behaviors are considered. Through this course, students prepare to examine complex decisions in the management and treatment of selected acute and chronic diseases across the lifespan through pharmacologic and nonpharmacologic agents. Advanced practice nursing students will have a more in-depth understanding of drug legislation and regulation for prescribing drugs.

NURS 6531 - Primary Care of Adults Across the Lifespan

(5 cr.) In this course, students learn how nurse practitioners master the art and science of clinical decision making among adult populations. Students focus on the diagnosis and management of primary healthcare needs and problems of the adult and elderly adult. They engage in a variety of course assignments that focus on physical and behavioral disease processes central to diagnosing illnesses as well as planning, implementing, and evaluating therapeutic treatment programs for acute illnesses commonly encountered in a primary healthcare setting. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to plan, implement, and evaluate therapeutic regimens for adult patients with common acute and chronic illnesses. ***Note:*** *This course requires a minimum of 144 practicum hours.*

NURS 6540 - Primary Care of Frail Elders

(5 cr.) The frail elderly are a subpopulation characterized by inactivity and weight loss. In this course, students focus on the complex healthcare and management needs of the frail elderly by advanced nurse practitioners in community settings. Students learn to plan, implement, and evaluate therapeutic regimens through the analysis of case studies and the actual care of frail elderly in various settings. Additionally, students examine content related to end-of-life care and caregiver issues to gain the knowledge and sensibilities needed to implement positive change for the quality of life available to this vulnerable population. *(Prerequisite(s):* NURS 6501, NURS 6511, NURS 6521, and NURS 6531). ***Note:*** *This course requires a minimum of 144 practicum hours*.

NURS 6541 - Primary Care of Adolescents and Children

(5 cr.) How can a nurse practitioner master the art and science of clinical decision making among pediatric populations? This course provides students with the opportunity to answer this question as they examine content related to the primary healthcare of children and adolescents while focusing on common health problems. Students learn how to identify, diagnose, and manage these problems. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses commonly found in children and adolescents.

(Prerequisite(s): NURS 6501, NURS 6511, NURS 6521, and NURS 6531). ***Note:*** *This course requires a minimum of 144 practicum hours*.

NURS 6551 - Primary Care of Women

(5 cr.) How can a nurse practitioner decide what is important to focus on in a 15- to 30-minute appointment with a woman seeking primary care? Students in this course gain opportunities to teach and promote wellness in women through the process of screening for commonly seen in gynecological disorders. Students learn to analyze data to interpret results for the benefit of women seeking assistance with planning healthy lifestyle behaviors. They also gain clinical experience in a primary healthcare setting that provides opportunities to increase competence in diagnosis, treatment, referrals, or follow-up care with a concentration on improving patient outcomes. *(Prerequisite(s):* NURS 6501, NURS 6511, NURS 6521, NURS 6531, and either NURS 6540 or NURS 6541). ***Note:*** *This course requires a minimum of 144 practicum hours*.

NURS 6561 - Direct Care Roles in Health Promotion and Disease Prevention Across the Lifespan

(5 cr.) Taking a broader view of the comprehensive perspectives of health in a community is imperative for an advanced practice nurse. Students in this course focus on health-related behaviors that impact the health and wellness of individuals across their lifespan. Students examine how nutrition, exercise, smoking, and a sedentary lifestyle relate to common diseases. Through case studies and a group project, students complete risk assessments, diagnose health problems directly related to risky lifestyles, and implement and evaluate various behavioral and therapeutic measures to reduce the negative behavior and improve lifestyles. *(Prerequisite(s):* NURS 6501, NURS 6511, NURS 6521, NURS 6531, and either NURS 6540 or NURS 6541, and NURS 6551). ***Note:*** *This course requires a minimum of 144 practicum hours*.

NURS 6600 - Capstone Synthesis Practicum

(5 cr.) Students in this course apply the MSN curriculum experience by translating knowledge into practice by designing, developing, and implementing a project in a professional healthcare setting. By using the culmination of learning, students gain the opportunity effect positive social change within the healthcare delivery environment in the roles of change agent and nurse. The result of the practicum experience provides students with an experience through which they develop their passion as a practitioner while enhancing the nurse role as an advocate for social change within the context of a scholarly presence. ***Note:*** *This course requires a minimum of 144 practicum hours.*

NURS 8000 - Foundations and Essentials of Doctoral Study in Nursing

(1 cr.) Students in this course are introduced to Walden University and are provided with a foundation for professional development in doctoral nursing practice. Students learn professional standards and end-of-program expectations. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the requirements for successful participation in an online curriculum. Students also explore the essentials of being a Walden doctoral student; past, present, and future similarities and differences between the

Doctor of Nursing Practice (DNP) and a Ph.D. in nursing, relevant professional and specialty standards of doctoral-level nursing practice, intra- and interprofessional collaboration, and the process of the DNP project.

The DNP program requires that all students complete The Measured Success Writing Assessment during the first course in the program, NURS 8000. This assessment is a computer-based evaluation where students write an essay online to determine ―writing readiness" at the doctoral level. An outside vendor provides an automated evaluation of the student's writing sample. The assessment is cost-free to students. The writing assessment provides a holistic score of 1–6, as well as scores for five analytical writing categories. The categories include: focus/meaning, content development, organization, language/style, and mechanics/conventions. Students who do not demonstrate writing readiness are encouraged to enroll in WCSS 6000N - Graduate Writing: Evaluative and Persuasive Composition Skills. The course provides students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. There is no cost to the student for this course.

NURS 8100 - Healthcare Policy and Advocacy

(5 cr.) Many economic, financial, and political factors influence the delivery of healthcare, making healthcare reform a challenging task. In this course, students examine these factors, challenges, and consider policy reform through legal, regulatory, ethical, societal, and organizational contexts. They examine the political and policy process, including agenda setting, stakeholder analysis, and application of policy analysis frameworks. Students also explore the importance of interprofessional collaboration in improving health outcomes through the policy process and advocacy for development and implementation of nursing and healthcare policies in organizations at the local, state, national, and international levels. Students engage in written analyses through which they develop new policies and critically evaluate existing policies though policy analysis frameworks.

NURS 8110 - Theoretical and Scientific Foundations for Nursing

(5 cr.) In this course, students focus on the integration of scientific, philosophical, and theoretical concepts as the basis for the highest level of nursing practice. They examine the scientific underpinnings for nursing practice, including bio-behavioral, pathophysiological, psychosocial, and environmental sciences, and they explore the interrelationship among knowledge, research, and practice. Students also explore and discuss clinical inquiry, ethical issues, and models of evidence-based practice. Considering various philosophies, students describe their own philosophy of nursing. They also apply course concepts to a variety of practical assignments, including a literature review, concept map, and evaluation of current clinical practice problems, among others.

NURS 8200 - Methods for Evidence-Based Practice

(5 cr.) The focus of this course is the integration of scientific, philosophical, and theoretical concepts as the basis for the highest level of nursing practice. The scientific underpinnings for nursing practice including bio-behavioral, pathophysiological, psychosocial, and environmental

sciences are examined. The interrelationship between knowledge, research, and practice is explored. Clinical inquiry, ethical issues, and models of evidence-based practice are presented.

NURS 8210 - Transforming Nursing and Healthcare Through Technology

(5 cr.) When used effectively, information technology can support generation of new knowledge and emerging information technologies. In this course, students examine the critical appraisal and use of information technology in advanced nursing practice. Students work toward gaining the skills and knowledge to process and manage information systems/technology resources in consumer, clinical, and public health settings. Students engage in a variety of discussions and assignments designed to provide practical application of content on topics including retrieval and critical analysis of digital data to support healthcare quality improvement; electronic health records integration and evaluation; and Web-based learning and intervention tools to support and improve patient care. They also explore ethical, regulatory, and legal issues as well as the healthcare standards and principles for selecting and evaluating information systems and patient care technology.

NURS 8300 - Organizational and Systems Leadership for Quality Improvement

(5 cr.) In this course, students consider the importance of developing leadership strategies and competencies specific to healthcare organizations and systems for quality improvement. Students focus on understanding the unique organizational structures and behaviors that impact organizational performance. They explore and discuss the roles and responsibilities of leaders, managers, and administrators within healthcare organizations from the macro (organization-wide) perspective and micro (individual and team performance) perspective. They also examine key organizational theories, principles, and concepts, including mission, vision, values, and strategic and operational planning in relation to achieving the effective and efficient delivery of safe healthcare services. Additionally, students consider the goal of managing outcomes through data analysis as well as through knowledge and skills based on contemporary theory and research, including motivation, communication, teamwork, leadership style, power, change, quality management, coalition building, negotiation, and conflict management. Applying course concepts, students engage in self-evaluation and consider ways to develop leadership skills and self-awareness.

NURS 8310 - Epidemiology and Population Health

(5 cr.) Students in this course are provided with an overview of epidemiologic methodology in the study of the distribution and etiology of disease and health-related conditions in human populations. Students examine important study designs and discuss the strengths and weaknesses inherent in each. They explore and discuss select global problems, such as infectious diseases, bioterrorism attacks, and effects of disasters and emergencies, and they apply epidemiologic and biostatistical methods to study factors related to aggregate, population, and individual health. Additionally, students work toward gaining cultural sensitivity and an interprofessional approach to caring for diverse populations at risk to ensure access to care.

NURS 8400 - Evidence-Based Practice I: Assessment and Design

(5 cr.) In this course, students focus on the competencies required of the healthcare professional in planning for the design, development, implementation, and evaluation of health promotion and disease prevention initiatives. They explore and discuss strategic approaches to planning, implementation, and evaluation, including cost-benefit analysis. Preparing for their DNP project, students select a faculty mentor and develop portfolio evidence through an integrative critical review of literature, which leads them to identify a clinical/practice question. ***Note:*** This is a 5-credit course (4 didactic credits, 1 clinical credit). Clinical hours have a 1:6 ratio (credit/clinical), resulting in 72 clinical hours.

NURS 8410 - Best Practices In Nursing Specialties

(5 cr.) A scholarly inquiry of key concepts in nursing is presented in this course. Students analyze best practices and evolving issues in their nursing areas of practice. They explore advanced specialty practice problems through a guided initial review of literature. Students develop a program or project to address clinical/practice questions under the guidance of an approved clinical mentor. Students generate a portfolio evidence plan to address clinical/practice questions related to issues such as program planning, practice change, consultation, quality improvement projects, pilot study proposals, and Institutional Review Board (IRB) approvals. ***Note:*** This is a 5-credit course (4 didactic credits, 1 clinical credit). Clinical hours have a 1:6 ratio (credit/clinical), resulting in 72 clinical hours.

NURS 8500 - Evidence-Based Practice II: Planning and Implementation

(3 cr.) In this DNP practicum course, students focus on planning and implementing a program/project design to address their clinical/practice questions; students complete work under the guidance of an approved clinical mentor. Generating practicum portfolio evidence, students complete a systematic review that drills down to the evidence regarding their clinical/practice question and resulting findings, conclusions, and recommendations. ***Note:*** This 3-credit practicum course has a 1:6 ratio of credit to clinical hours, resulting in 216 clinical hours.

NURS 8510 - Evidence-Based Practice III: Implementation, Evaluation, and Dissemination

(3 cr.) This DNP practicum course will focus on evaluation and dissemination of a program/project design to intervene with clinical/practice questions under the guidance of an approved clinical mentor.
As a practicum course, the course is designed with 3 credits at a 1:6 ratio = 216 clinical hours. Additionally, the student will generate practicum portfolio evidence: Submission of scholarly article for refereed publication and/or actual presentation (podium) and completed portfolio requirements (resume, self-evaluation, and reflection).

NURS 8600 - DNP Field Experience

(1 cr.) Students may take the DNP Field Experience course up to six times based on practicum hours attained prior to DNP admission. Students generate practicum portfolio evidence:

Submission of a scholarly article for refereed publication and/or actual presentation (podium) and completed portfolio requirements. This 1-credit practicum course has a 1:6 ratio of credit to practicum hours, resulting in 72 practicum hours.

PHIL

PHIL 1001 - Introduction to Philosophy♦

(5 cr.) Philosophy is a way to explore and process complex issues in life through different perspectives. This course provides students the opportunity to think about their values, their knowledge and belief systems, their lives, and their place in the world. Students learn about concepts of logic, ethics, metaphysics, reality and truth, and political philosophy. They explore the history of philosophy in the context of important contemporary issues and positions. Through this exploration, combined with self-reflection, students learn to ground their personal philosophies in traditions of philosophical reasoning. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PHIL 2001 - Ethics♦

(5 cr.) Students are introduced to the nature and foundations of moral judgments and applications to contemporary moral issues in this course. Students explore an overview of ethical constraints from the prevailing philosophical and religious perspectives. Using a range of moral theories, students assess their beliefs, values, and perspectives on various ethical scenarios. Through this course, students gain the knowledge needed to formulate solutions to problems of professional and private life against the backdrop of ethical theory. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PHIL 3010 - Science and Spirituality♦

(5 cr.) Students in this course investigate the human experience as understood through science, spiritual traditions, and contemporary thinking. They analyze the roles of evolutionary psychology, social psychology, science, and spirituality as they relate to human beliefs and experiences, such as happiness and love. Through a range of conceptual and applied assignments, students gain an understanding of historical and religious traditions and scientific theories as well as the theories and arguments of leading scientific and religious thinkers. Students also learn to determine the separateness or duality of science and spirituality. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PHSC

PHSC 1001 - Earth Science♦

(5 cr.) Students are introduced to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships in this course. Students explore Earth‘s air, water, and physical processes as they shape the physical world. They engage in assignments that emphasize the relationship of the study of Earth sciences to the world in which they live, such as an evaluation of the world‘s energy and environmental problems. Through such assignments, students develop and demonstrate an understanding of fundamental scientific principles. They also gain the knowledge needed to understand and express major issues that affect the health of their community. Additionally, students develop an appreciation for the natural processes that occur on Earth and how they impact and affect the natural world. *Prerequisite(s):* MATH 1001 or MATH 1002 or MATH 1030 or MATH 1040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

POLI

POLI 1001 - American Government and Politics♦

(5 cr.) The air we breathe, the water we drink, and the protection of our lives and property all are affected by the actions of local, regional, and national levels of government. This course introduces students to the workings of the American government and the roles, rights, and responsibilities of citizens. Students explore the constitutional foundations and major institutions of American government demonstrated through the executive, legislative, and judicial branches. They engage in a range of assignments, such as an analysis on Supreme Court decisions, to gain an understanding of how the American government functions, including the roles of political parties, elections, voting, and interest groups, as well as how the United States formulates and implements public policy. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA

PPPA 8830 - Current Issues in Homeland Security

(5 cr.) Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

PPPA 6350 - Historical and Contemporary Issues in Criminal Justice

(5 cr.) This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

PPPA 6351 - Policy Analysis in the Criminal Justice System

(5 cr.) This course reviews key court decisions and explores the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. The course also covers policy analysis and planning in the criminal justice field, and offers an understanding of the policy context in which the criminal justice system functions.

PPPA 6352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration

(5 cr.) This course introduces students to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. So that students are prepared to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

PPPA 7201 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.) In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations. *(Prerequisite(s):* EDUC 7311).

PPPA 7202 - Ethics and Social Justice

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. *(Prerequisite(s):* EDUC 7311).

PPPA 8000 - Foundations for Doctoral Study

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as a scholar-practitioner and social change agent. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to practice in public policy and administration. ***Note:*** For course-based program

PPPA 8002 - Writing a Quality KAM Demonstration

(2 cr.) This course covers the structure of the KAM and the research and writing techniques needed for the successful development of a KAM. In this course, students develop a draft Learning Agreement for their first KAM, under an instructor‘s guidance.

PPPA 8008 - Foundations for Doctoral Study

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement. ***Note:*** Students in selected doctoral programs and specializations are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.

PPPA 8101 - Critical Issues in Emergency Management♦

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8105 - Managing at the Boundaries: Creative Thinking for Social Change

(6 cr.) Increasingly, the boundaries between governmental levels and sectors have become blurred, requiring leaders and managers to take critical action where these bodies intersect. In this course, students examine the historical and contemporary patterns of interaction between levels of government as well as among the public, private, and nonprofit sectors in the United States. They assess the communications and interactions of stakeholders within a community to learn how these figures handle current issues of social concern. Students also investigate and analyze each socioeconomic sector, including practices and standards; incorporate methods of cross-sector collaboration; and employ their analysis to address an issue or challenge within their own community, lending to positive social change.

PPPA 8111 - Leadership and Organizational Change♦

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8112 - Governance and Public Policy♦

(5 cr.) Democratic principles are the foundation of modern life. The course provides students with an overview of democratic governance in public administration, public policy, or nonprofit or nongovernmental organizations in modern society. Students examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students examine the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making. Students also review fundamental theories of governance, research current literature on a specialized topic, and apply best practices as they relate concepts to complete practical application assignments and a final case scenario project.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8115 - Writing a Quality Prospectus

(5 cr.) The prospectus a brief paper, typically 15–20 pages in length, which helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. Students create a prospectus to establish the background for the problem statement; the problem statement itself; a survey of the relevant literature (typically 25–75 references); and a research, implementation, and evaluation plan for the solution of the problem. Students in this five-credit course focus specifically on the process of writing the dissertation prospectus. They employ their preliminary research plan to develop a problem statement for their dissertation. Students further refine the problem statement and carry out the planning and the library research that lends to the formulation of a dissertation prospectus.

PPPA 8137 - The Nature of Crime and Criminology♦

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology. ***Note about required first courses:*** *♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information*.

PPPA 8175 - Health Policy and Management

(5 cr.) Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

PPPA 8200 - Intellectual Traditions of Public Policy and Public Administration

(4 cr.) In this course, students have the opportunity to gain a scholarly perspective on public policy and administration that traces major theories associated with the field and the political, social, and economic context within which these theories developed. Students explore and assess the historical and contemporary roles and relationships of the public and nonprofit sectors in the United States. They examine the ―layers of government" and their interdependence between local municipalities, county, state, and federal levels. Students employ doctoral-level skills,

including research, analysis, and scholarly-writing, to analyze and explicate ongoing controversies and debates in the field; through these assignments, students develop new perspectives and recommendations in the field as well as contribute to their own professional development.

PPPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation♦

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government‘s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8215 - Controversies in Criminal Justice♦

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8217 - Technological Solutions and 21st-Century Crime♦

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8250 - U.S. and International Healthcare Systems

(5 cr.) This course examines international healthcare system reform. Focus is given to the influence of corporate and governmental agencies in the delivery and financing of health services and the legal issues confronting healthcare institutions. The course also explores fiscal and public policy forces on national and international health systems and investigates the opportunities and challenges facing the management of community-based healthcare organizations.

PPPA 8301 - Disaster Response and Recovery♦

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8305 - Professional Leadership and Ethics

(4 cr.) The integrity of an organization depends on the ethical framework through which its leaders make decisions and solve problems. In this course, students have the opportunity to develop skills to act as professionals who employ theoretical knowledge to further democracy and social change through ethical, well-planned decision making. Students examine contemporary ethical issues of public and nonprofit sectors, and they learn why ethics is vital to the leadership role. They use conceptual tools to clarify moral dilemmas and analyze individual decision-making strategies and organizational programs from an ethical perspective. Students also engage in a final course project in which they apply concepts presented in the course to real-world ethical challenges.

PPPA 8320 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.) Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terroristic

threats while simultaneously upholding and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terroristic 297 legislation and policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

PPPA 8321 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.) Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

PPPA 8322 - Critical Incident Planning and Leadership

(5 cr.) Who is responsible for emergency management and what elements should be included in an emergency management plan? Students in this course have the opportunity to answer such questions as they examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students analyze case studies, identifying weaknesses in current methods as well as potential solutions. Through this analysis, students develop new strategies and perspectives in regard to responding to and planning for critical incidents. This course provides a basic foundation for public administrators or students planning to enter the field of public administration to develop a critical incident plan and gain a thorough understanding of leadership models and methods.

PPPA 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness

(5 cr.) Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties. (Prerequisites: A course or direct experience in nonprofit management is strongly advised.) *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

PPPA 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments

(5 cr.) In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

PPPA 8332 - Placing NGOs in the Global Context

(5 cr.) Modern public policy and administration professionals use knowledge of international culture to understand the operations and structure of nongovernmental organizations (NGOs) in different countries, thus leading to well-informed, globally responsible decisions. In this course, students engage in a comprehensive study of the cultures, structures, and activities of NGOs in select countries. Students compare the activities, organizational cultures, structures, and working environments of these countries with nonprofit organizations in the United States. Through discussions, research, and topical writing assignments, students identify and assess the values, actions, and beliefs of a selected culture to gain an in-depth understanding of that culture‘s voluntary or NGO environment. *(Prerequisite(s):* A course or direct experience in nonprofit management is strongly advised.)

PPPA 8340 - Leadership for the Nonprofit Sector

(5 cr.) An overview and history of the third sector in American society, featuring governance and nonprofit corporations, are provided to students in this course. Students explore the relationship between the board and the executive director, ethics, fiduciary responsibility, human resources, and board organizational structures. They also examine the role of nonprofit organizations in fostering social change and the emerging trend toward entrepreneurship in nonprofits. Sharpening critical-thinking and communication skills, students engage in peer discussions on a variety of topics, such as societal and market trends, board liability, risk management, issues of governance, board member orientation, fundraising, and organizational effectiveness. ***Note:*** This is a 12-week course.

PPPA 8341 - Fund Raising and Marketing in Nonprofit Organizations

(5 cr.) Given the nature of the nonprofit sector, organizations rely heavily on relationships created with the community and potential donors, thus necessitating a strong fundraising strategy and leaders who recognize and fulfill the needs of an organization. Students in this course explore these relationships and learn how to use basic marketing strategies to position a nonprofit organization for success. Gaining a framework for their study, students examine the history of philanthropy and the philosophy of giving in the nonprofit sector in the United States. They also learn about the many fundraising techniques and funding sources that generate financial support for nonprofits as well as the context in which organizations use these methods.

PPPA 8342 - Nonprofit Management

(5 cr.) Students in this course are provided with the basis for understanding nonprofit management issues. Students analyze the strengths and weaknesses of organizations in the nonprofit sector to gain an understanding of managerial responsibilities in promoting growth and stability. Students engage in practical assignments and discussions on issues related to nonprofit organizational management, including mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment. They learn about the components of nonprofit mission statements and strategic plans, and they use critical-thinking and creative skills in the practice of developing these elements. Through this course, students have the opportunity to further their basic leadership skills to prepare for the professional responsibilities of management in the nonprofit sector.

PPPA 8350 - Historical and Contemporary Issues in Criminal Justice

(5 cr.) Decision and policy makers must possess a fundamental understanding of crime theory, including the history of crime development, to be able to address knowledgeably and effectively modern issues of crime. In this course, students explore the evolution of crime and punishment, including lone criminals to worldwide syndicates, using the scientific rigor built into selected readings, peer discussions, and practical assignments. They examine the philosophy of community and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Employing quantitative and qualitative research methods, students continue their assessment of contemporary issues of crime. They also learn to use existing information to consider new methods of addressing crime. This course provides students who are current leaders, or those hoping to enter a leadership role, with a framework upon which to build the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

PPPA 8351 - Policy Analysis in the Criminal Justice System

(5 cr.) Professionals who make decisions within the criminal justice system must determine which policies are most effective in preventing crime and protecting individual rights. In this course, students explore and discuss policy analysis and planning in the field of criminal justice and examine the policy context in which the criminal justice system functions. They review key court decisions and explore the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

PPPA 8352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration

(5 cr.) There are many challenges plaguing the criminal justice system, from economic hardship to growing threats of terrorism. Leaders in the system must be adept in problem solving, and they must possess the ability to think critically and proactively. Through this course, students are introduced to the problems that currently confront the criminal justice system administration as well as problems predicted for the future. Students prepare to lead efforts to address these

challenges by engaging in practical assignments focusing on powerful models for strategic, critical, and reflective thinking. Students also engage in discussions about the major components of effective justice administration, including organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

PPPA 8360 - Public Safety Issues

(5 cr.) In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate and learn why effective interaction is vital to emergency management. They also gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix, through which students assess competing demands on the various agencies. In this course, students work toward gaining the skills needed to anticipate the needs of various constituents to develop effective public safety initiatives.

PPPA 8361 - Managing Public Safety Organizations

(5 cr.) Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students learn ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers.

PPPA 8362 - Ethics in Preserving Public Safety

(5 cr.) Students in this course apply conceptual knowledge of management issues and planning solutions to specific cases of leadership and personal responsibility in the field of public safety. Students analyze real-world leadership and ethical issues that public safety officials encounter in their daily work, and they learn to develop effective approaches to instill standards and ethics within public safety organizations. Students also analyze classic case studies, including the federal 9/11 Commission Report, to gain lessons applicable to any public safety agency or situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

PPPA 8380 - Policy and Politics in American Political Institutions

(5 cr.) Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Though this analysis, students work toward developing skills to conduct policy and economic analyses as well as to determine the political feasibility of proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly-writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

PPPA 8381 - Public Policy and Evaluation

(5 cr.) There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

PPPA 8382 - Public Policy and Finance

(5 cr.) Public policy makers often rely on microeconomic and macroeconomic models to formulate new policies and reevaluate existing polices. In this course, students examine the use of such models in the public policy setting and assess how public finance influences policy choices as well as implementation alternatives. Through weekly, analytical writing assignments and peer discussions, students explore tax policies and tax incentive models; budgeting, public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare; food stamps, workers‘ compensation, social security, and outsourcing of public programs. Synthesizing course content and applying critical-thinking skills, students assess a local government jurisdiction, examine the decisions of policy makers, and recommend improvements based on economic models.

PPPA 8390 - Strategic Context of Public Management and Leadership

(5 cr.) Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise ~~-m~~ental” model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a

time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic-action learning in the practice of public administration.

PPPA 8391 - Transformative Change in a Shared-Power World

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

PPPA 8392 - The Language of Leadership

(5 cr.) In today‘s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

PPPA 8400 - Nonprofit and Governmental Budgeting and Finance

(4 cr.) Financial management systems play a vital role in many organizations, and there are many factors contributing to and affecting their success. In this course, students explore the role of finance in public and nonprofit organizations and the theories underlying major fiscal policy debates. They examine governmental and nonprofit budgeting policies and practices, and they explore the fiscal climate within which these organizations have to operate. They also assess and discuss a variety of topics, such as issues related to budgeting and planning, generating revenue, controlling expenditures, and serving different constituencies. Students engage in practical exercises, learning how to construct budgets and capital improvement plans, as well as how to generate funds successfully to support nonprofit sector organizations.

PPPA 8401 - Public Health Leadership and Systems Thinking♦

(5 cr.) In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8405 - Ethics and Social Justice♦

(5 cr.) Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8420 - Health Economics♦

(5 cr.) Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8431 - Finance and Budgeting for the Public Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss

auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8432 - Finance and Budgeting for the Nonprofit Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in the nonprofit sector. In this course, students examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students learn about the theories underlying fiscal policy, and they read and analyze budgets, financial statements, and financial reports. They also explore and discuss related topics, such as auditing practices; financial relationships with government, donors, and other sources of revenue; financial management; budgetary reform; and financial technology systems. Students apply theories and concepts presented in the course to the development of budget and financial projects relevant to nonprofit organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8500 - Organizational Theory and Behavior

(4 cr.) What is groupthink and how does it affect organizations? In this course, students have the opportunity to answer such questions as they learn about behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. They apply current theories and methods to case studies, proposals, and personal experiences on a variety of topics, including motivation, productivity, diversity, group development, team building, decision-making and communication processes, power and politics, leadership, job design, and organizational culture. Through this course, students work toward gaining the skills and abilities essential for effective management in changing organizational contexts.

PPPA 8510 - Theories of Democratic Governance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8520 - Contemporary Research and Issues in Democratic Governance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8530 - Professional Practice Application of Democratic Governance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8600 - Human Resource Management

(4 cr.) Managing human resources in an age of technology, economic disparity, and an aging workforce presents unique challenges and requires a foundational understanding of the philosophy, approaches, and systems of human resource (HR) management. Students in this course are provided with a survey of these elements, specific to managing individuals in government and nonprofit organizations. Students explore historical developments, personnel management practices and behaviors, and contemporary issues. They also examine functions of recruitment, classification, compensation, training, evaluation, and labor-management relations. Through examination of traditional literature and current resources, including shared experiences through peer discussions, students identify modern challenges and future trends in HR management and develop ideal systems and solutions to problems.

PPPA 8612 - Classical and Emerging Paradigms of Leadership and Organizational Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8622 - Current Research on Leadership and Organizational Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8632 - Professional Practice Application of a Theory of Leadership and Organizational Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8700 - Policy Analysis

(4 cr.) Public and nonprofit administrators are involved intimately in policy and decision making at the executive and legislative (or board) levels. Students in this course are provided with a broad perspective on the policy process. They assess the roles of public policy administrators at all levels and explore how administrators initiate, research, shape for decision-making, choose, implement, and then evaluate policy. Students also examine the dynamics of the policy-making process as well as the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

PPPA 8710 - Theories in Selected Specialization Topic

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8720 - Current Research in Specialization Topic

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising

three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8730 - Professional Practice Application of Specialization Topic

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8740 - Disaster, Crisis, and Trauma♦

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8741 - Psychology of Terrorism♦

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8800 - Strategic Management of Information

(4 cr.) Advancements in information technology are making e-government a reality, but they‘re also causing administrators to rethink their approach to service delivery. Students in this course conduct an in-depth assessment of information resources and their implications for the public and nonprofit sectors. They assess current practices and challenges and consider new ways of structuring organizations for greater productivity, applying concepts of strategic planning, technology assessment, and operational activities. They also examine the impact of human systems and organizational culture on information technology. Students employ doctoral-level research skills to conduct a formal literature review related to a contemporary problem in information systems management.

PPPA 8810 - Fundamentals of Law and Public Policy♦

(5 cr.) Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8811 - Legal Research for Policy Practitioners♦

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8812 - Contemporary Cases and Issues in the Courts♦

(5 cr.) Major issues in the Supreme Court continue to have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court cases related to abortion, privacy, due process, personal property, and freedom of religion and speech. They also examine major cases related to state powers, government entitlement, and powers of the judicial and federal branches of government. From this assessment, students

determine how outcomes of such cases affect public policy. Students also explore and discuss individual rights, property rights, administrative law, immigration law, and foreign policy as well as contemporary issues and case studies, to which they apply legal research and verdicts.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8820 - Elements of Sustainable and Livable Communities♦

(5 cr.) Creating and maintaining sustainable and livable communities requires leaders who understand the connections among the natural, built, and social environments, and who can address these connections in a holistic and integrated fashion. Students in this course examine concepts of sustainability and livability and explore popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. They also focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8821 - Tools for Sustainable Community Development♦

(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8822 - Current Issues in Regional and Local Public Policy♦

(5 cr.) Public decision makers must understand and address a variety of complex and interrelated issues, such as land use and transportation, energy and environment, housing and schools, and regional economic development. In this course, students learn how leaders attend to these issues in light of existing policies and contemporary social, economic, political, demographic, and technological trends. Students explore and discuss planning processes, tools, approaches, strategies, and policies used to create sustainable and livable communities through collaborative processes involving multiple stakeholders. Through the development of a policy-option written assignment, students assess critical issues and identify problem-solving strategies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8830 - Current Issues in Homeland Security

(5 cr.) Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

PPPA 8831 - Critical Incident Leadership and Planning

(5 cr.) Strategic leadership and planning are required to effectively prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case students, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community though which they consider new strategies and perspectives in regard to critical incident leadership and planning.

PPPA 8832 - Terrorism: Legislation and Policy♦

(5 cr.) The events of Sept. 11 resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8840 - Independent Study

(4 cr.) Students in this course are provided with an opportunity to create and conduct an individualized area of study. Students are assigned an instructor to assist and assess their work throughout the course.

PPPA 8841 - Health Policy and Management

(5 cr.) In this course, students examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public

health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

PPPA 8842 - Leadership, Professionalism, and Ethics in Public Health Practice

(5 cr.) A major responsibility of public health professionals is to maintain balance between individual rights and the well-being of communities. To do this, they must understand the ethical, social, and legal issues surrounding the public health arena. Students in this course explore these concepts while examining the role of federal, state, and local government in the assurance of public health through legislation and regulation. Students investigate contemporary legal and regulatory issues arising in public health practice and emergencies, and they assess public health security and preparedness in response to bioterrorism and disasters. They also discuss the impact of cost, benefits, legal factors, and other considerations on ethical research and practice. Through the application of theories and concepts assessed in the course, students propose potential solutions to current public health issues.

PPPA 8843 - Legal and Regulatory Aspects of Public Health♦

(5 cr.) In this course, students examine the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8850 - Introduction to the Nonprofit Sector♦

(5 cr.) Nonprofit organizations (NPOs) can serve to positively affect people‘s lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8851 - Board Governance and Volunteer Management♦

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8852 - Resource Development♦

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PPPA 8920 - Health Services Financial Management

(5 cr.) The focus of this course is on the functional role of the healthcare finance manager and the basic tools of healthcare financial decision making. Topics include financial reporting statements, cost concepts and decision making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

PPPA 9000 - Dissertation

(20 cr.) The final dissertation demonstrates students‘ scholarly ability to examine, critique, and synthesize knowledge and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. Doctoral students have the opportunity to integrate their program of study into an in-depth exploration of an interest area, culminating in the completion their dissertation research study in this course. Students complete the dissertation independently, with the guidance of a supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and a final oral presentation and written dissertation. Ultimately, every dissertation should make a fresh contribution to the field of public policy and administration. *(Prerequisite(s):* Core KAMs, RSCH 8100P, RSCH 8200P, and RSCH 8300P.)

Note: When students register for PPPA 9000, they will be registered automatically each term until successful completion of the dissertation.

PREL

PREL 3001 - Principles of Public Relations♦

(5 cr.) How is communication conducted between a community and private entities and in what ways can this communication affect decision making and outcome of actions? Preparing students to answer such questions and to understand, appreciate, and apply the fundamentals of public relations (PR) is a goal of this course. Students learn about the relationships practitioners have with both internal and external communities who are affected by, and who affect, an organization‘s actions or planning. Students also build their command of the basic principles and practices of PR, while applying these concepts to real-world scenarios and a written plan that includes the various phases of the PR process. *Prerequisite(s):* COMM 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PREL 4101 - Publicity and Public Relations♦

(5 cr.) Public relations (PR) professionals play an important role in promoting a positive image for a wide variety of organizations, such as corporations and schools, and influential individuals, such as celebrities and politicians. In this course, students build on PR proficiencies to apply the principles and concepts of PR, specifically targeting positive publicity of persons, places, and purposes. Students assess the risks and benefits of PR tools to inform and influence the community and assess the use of social media in PR efforts. Through the extensive use of case studies, students also have the opportunity to develop expertise in promoting constructive publicity in PR through analyzing both successes and failures in the real world. *Prerequisite(s):* PREL 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PREL 4102 - Applied Public Relations♦

(5 cr.) Building brand relationships, fostering interactions between marketers and customers, and reaching consumers through new means of cost-effective technology, now often rely on the combined efforts of advertising through marketing and the guidance of public relations (PR) professionals. Students in this course learn to apply the principles and practices of PR using the medium of advertising to achieve desired end results. Outlining the process of a PR plan, students draw upon the combined knowledge and skills in media relations, effective communications, market awareness, and integrated messaging to practice creating leverage and opportunity for organizations, individuals, products, and places. *Prerequisite(s):* PREL 3001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PREL 4103 - Crisis Communications♦

(5 cr.) Rapid shifts in the economy, changes in political leaders, and negative news reports are just a few of the factors affecting marketing campaigns and public relations (PR) efforts. In this course, students can learn the value of managing internal and external communications effectively in situations of risk, crisis, and sudden change—a critical competence for PR professionals and organizations. Students examine successful and unsuccessful crisis communication efforts and consider issues of contingency planning, speed, transparency, multiple modalities, stakeholder analysis, and ethics. They engage in assignments designed to provide practical application of content through which they gain experience developing a communication plan to mitigate and solve issues of crisis in PR. *Prerequisite(s):* PREL 3001 or HLTH 3115.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA

PSPA 1002 - Global Issues in Politics♦

(5 cr.) Professionals working in the political science and public administration arena must have a firm understanding of current political, social, economic, and religious issues to successfully engage in decision making, political debates, policy making, and other responsibilities inherent to the profession. In this course, students develop their understanding of global society through political issues. They identify the major challenges to peace and sustainability in the global environment. They also explore and discuss issues related to energy, trade, human rights, healthcare, sex and drug trafficking, and the disparity between rich nations and poor nations. Through this course, students gain skills needed to stay abreast of global issues in politics, and they consider how these issues can affect their daily personal and professional lives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 1003 - Political Controversies♦

(5 cr.) The Declaration of Independence asserts that all men are entitled to life, liberty, and the pursuit of happiness; though, society continues to argue over how to guarantee these inalienable rights. In this course, students apply the principles of the U.S. Constitution and examine several modern political controversies, such as same-sex marriage, the role of the media in society, the debate over gun control, and others in light of their relationship to larger enduring political debates. Students employ course concepts to practical applications on a variety of topics, such as

critiquing argument, protecting personal privacy, ensuring equal opportunity, predicting debate outcomes, and evaluating profiling, among others.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 2001 - Principles of Public Administration♦

(5 cr.) Public administrators make daily decisions and implement programs that impact our lives in countless ways. In this course, students explore how public administrators and managers conduct the business of government, such as implementing public policy. They asses and discuss the issues and challenges these figures encounter while performing their jobs as well as future trends and potential issues they may face in the future. Students engage in short writing assignments through which they apply learning and reflect on how course concepts apply to the real world and their lives. Through this course, students come to understand the variety of jobs that public administrators perform and their crucial role in the successful operation of government.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 2002 - The Making of Public Policy♦

(5 cr.) What is public policy? Who develops it and how is it made? In this course, students explore how the government makes decisions and the impact these decisions have on people and communities. Students learn how issues become important, how groups exercise power, and how government policies are evaluated and modified. Students also examine whether the public policy process is generally fair to the majority of citizens or whether it provides unfair advantage to certain groups. This course offers students an opportunity to engage in the exploration of many of the questions and issues surrounding the development of public policy.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 2020 - Complex Organizations♦

(5 cr.) Factors of the 21st century present workforce dilemmas and challenges that necessitate organizational leaders who can mange conflict and make decisions for stability and sustainability internally as well as for society. In this course, students examine how organizations lend to problem solving in the modern world, affecting the lives of individuals. They assess why some organizations perform well, while others rarely succeed. They also learn how the structure of an organization, its culture and climate, and its leadership contribute to its ability to accomplish its mission and goals. Additionally, students identify the main characteristics of organizations in the public and nonprofit sector. Through assignments designed to provide practical application of content, students employ course concepts to assess related topics, such as the impact of employee

personality traits on an organization, strengths and limitations of teams, and conflict resolution in organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 2030 - Leadership and Volunteerism♦

(5 cr.) Volunteers are one of the most important resources for nonprofit organizations. Through this course, students learn the crucial importance of volunteers to organizations and groups striving to build better communities and address important social problems. Students explore how successful leaders recruit qualified volunteers, retain their commitment over time, and empower them to act on behalf of shared goals. They identify the key challenges facing organizations that rely heavily on volunteers and the most effective means of addressing these challenges. Students also examine and discuss the particular leadership skills required in volunteer organizations and consider how they can develop these proficiencies to lead future volunteer efforts and effect positive social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 2050 - Social Entrepreneurship♦

(5 cr.) Society often associates entrepreneurship with the business world in which creative individuals use their imagination and skills to amass large fortunes. In this course, students explore a new breed of entrepreneur—the social entrepreneur. Students learn how social entrepreneurs help others by combining resources in unique ways to change underlying social structures for the greater good. Students examine social entrepreneurship methods, practices, and values. They also explore and discuss the impact of social entrepreneurship on social change. Students synthesize knowledge and apply course concepts as they work toward developing an original social-entrepreneurial venture.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 3001 - Constitutional Law♦

(5 cr.) The Constitution is the foundation for all law in the United States. In this course, students examine how the Constitution protects individual rights, legal processes, and historical conceptions. Students use landmark Supreme Court cases to examine enduring constitutional themes, including civil rights/civil liberties, federalism, property rights, the death penalty, the rights of the accused, freedom of religion, and others. Students also explore how people attempt to use the law to promote as well as to inhibit positive social change. Through this course, students gain a fundamental understanding of constitutional law, which provides the framework for informed decision making in the professional arena.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 3002 - Ethics in Public Leadership♦

(5 cr.) Ethics is a key element of successful government and nonprofit leadership. Ethically, on individual and institutional levels, many things can go wrong in government and nonprofit organizations. Students in this course gain insight into causes, obstacles, and barriers to ethical leadership. They explore how successful public sector leaders build organizations that reflect strong ethical values. Students examine qualities of ethical leaders, ethical organizations, and ethical decision making. They use practical tools for achieving ethical public leadership in case studies and real-life scenarios.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 3010 - Civil Law♦

(5 cr.) With the exception of the occasional traffic ticket, most individuals do not have many encounters with the criminal justice system. However, frequent interactions with the American legal system through civil law are not uncommon. Students in this course explore family law, employment law, property rights, malpractice issues, torts, and other aspects of civil law. They learn how civil law is relevant to human resource managers, healthcare professionals, and public administrators. Through written assignments and other application-based activities, students further examine topics related to civil law, such as contracts, negligence analysis, independent contractors verses employees, and commercial leases.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 3020 - Principles of Public Personnel Management and Human Resources♦

(5 cr.) How do managers most effectively motivate and lead organizations and people to accomplish organizational goals? In this course, students explore many of the tools, techniques, and challenges of modern management, such as leadership, personnel systems, affirmative actions, performance management, and strategic planning. Students learn the tools, techniques, and challenges of managing organizations and people successfully in the public and nonprofit sectors. Through discussions and practical application assignments, students gain an understanding of basic leadership principles, strategic planning, modern personnel systems, and performance management. Students culminate their learning in a final analysis through which they apply course concepts to a current issue related to human resource management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 3030 - Social Change in the Community♦

(5 cr.) How can we address contemporary challenges resulting from unforeseen market shifts, unemployment, home foreclosures, and other issues confronting community? In this course, students identify and apply the skills that are needed by individuals and groups to produce positive social change. They explore how positive social change takes place on a community level, and they examine the major obstacles to positive social change efforts. Additionally, students examine the key features of effective strategies, such as organization of people as well as economic and political resources. Using basic principles presented in the course, students develop a social change action plan through which they gain the practical skills and knowledge needed to effect positive social change in their own community.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 3040 - Global Social Justice♦

(5 cr.) Globalization has brought with it a shared understanding of human rights and a new set of social problems. Students in this course examine the issues of social justice that are prominent in the new global community. They also explore the role of women, environmental justice, the responsibility of richer nations to poorer nations, the promotion of diversity, the protection of human rights, and other contemporary issues. Students learn about the international organizations dedicated to promoting social justice and consider the importance of social justice in international relations. Throughout the course, students reflect on and respond to personal questions regarding perspectives, responsibilities, and roles in achieving global social justice. Finally, students consider how their personal ideology on global social justice has changed as a result of course readings, discussions, and applications.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 4010 - Contemporary Legal Debates♦

(5 cr.) Many of society‘s most intractable problems are resolved through the legal system. In this course, students examine issues at the foundation of many legal debates, such as immigration, abortion, reproductive rights, intellectual property, and the separation of church and state. Students engage in contextual and application-based assignments that highlight the legal aspects of several social issues. They share perspectives through peer discussions on topical issues, such as legal views and decisions, right to privacy, race, the death penalty, and the responsibilities of corporations as members of society. Students practice their research, persuasive-writing, and analysis skills through a final project on a contemporary legal debate.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 4020 - New Skills for Leaders in the Public Sector♦

(5 cr.) Contemporary public managers use a variety of new tools and strategies to implement public policy and conduct business. Students in this course learn about the new skills required of public administrators to be successful in a rapidly changing environment. They examine a variety of topics, such as team building, contracting, procurement, compliance, grant writing, and outsourcing/insourcing. Through this course, students also have the opportunity to explore job opportunities at the government level as well as in the nonprofit sector.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 4030 - Communication for Social Change♦

(5 cr.) In a society influenced by technological innovation and virtual spread of information, we can use technology to rekindle friendships with grade-school acquaintances and we can instantaneously follow every action of our favorite entertainers. But it is also our responsibility to know how to use these same social networking techniques and other more traditional means of communication as catalysts for positive social change. In this course, students learn how to use modern communication tools to promote positive social change and mobilize communities. They analyze the use of electronic tools for public and nonprofit sector organizations. Students also examine the key elements of a communication strategy—message development, target audience identification, selection of communication tools, and obtaining feedback—and apply these to current social issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 4040 - Service in the Global Community♦

(5 cr.) In this course, students explore how groups and organizations are making a difference by serving the global community. Students examine the function, operation, and relationship between organizations that address global issues, such as disaster relief, HIV, hunger, education, women‘s rights, and healthcare; such organizations include intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs). They examine the strategies and techniques that successful organizations use in responding to global challenges. Students also consider current issues that have potential to become global crises, and they discuss the future of public service in the global community. Applying concepts of service and related governance issues, students complete a final research project on a major issue currently affecting the global society.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSPA 4080 - Capstone

(5 cr.) A capstone project provides students with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical, integrative project designed to promote positive social change. In this capstone course, students examine American democracy, the political system in the United States, and the relationships among special interest groups and political parties. They also assess how the U.S. political system affects public administration or political roles and how these roles can effect positive social change. Students employ knowledge of leadership skills as well as concepts from the course and their program to propose a public policy with implications of social change for a virtual community.

PSYC

PSYC 1001 - Introduction to Psychology♦

(5 cr.) Students in this course are introduced to basic concepts, problems, and research methods in the science of psychology. Students identify and examine perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. Through this course, students have the opportunity to develop a general aptitude for the field of psychology and explain basic psychological phenomena. *Prerequisite(s):* COMM 1001.) ***Note:*** For non-majors only. Psychology majors are required instead to complete PSYC 1002 and PSYC 1003.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 1001E - Introduction to Psychology♦

(5 cr.) This course is designed to introduce basic concepts, problems, and research methods in the science of psychology. Topics include perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. Upon completion, students will have developed a general aptitude for the field of psychology and be able to explain basic psychological phenomena. ***Note:*** For non-majors only. Psychology majors are required instead to complete PSYC 1002 and PSYC 1003. ***Note:*** This course is delivered over a 12-week term, but is equated to PSYC 1001. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 1002 - Psychology as a Natural Science♦

(5 cr.) Psychology, as it is known today, has roots in philosophy and in the natural sciences, such as biology and chemistry. In this course, the first of a two-course sequence, students explore major theories and topics related to the natural science aspect of the science of psychology. They examine methods of analysis, learning, memory, cognitive principles, and brain functioning as

they relate to psychology, sensation, perception, evolution, motivation, and emotions. Students engage in practical discussions and application-based assignments to gain an understanding of how biological and physiological processes influence behavior. *Prerequisite(s):* COMM 1001.) ***Note:*** This course is delivered over a 6-week term, but is equated to PSYC 1002E, which is delivered over a 12-week term.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 1002E - Psychology as a Natural Science♦

(5 cr.) Psychology, as it is known today, has roots in philosophy and in the natural sciences, such as biology and chemistry. In this course, the first of a two-course sequence, students explore major theories and topics related to the natural science aspect of the science of psychology. They examine methods of analysis, learning, memory, cognitive principles, and brain functioning as they relate to psychology, sensation, perception, evolution, motivation, and emotions. Students engage in practical discussions and application-based assignments to gain an understanding of how biological and physiological processes influence behavior. *(Prerequisite(s):* COMM 1001.) ***Note:*** This course is delivered over a 12-week term, but is equated to PSYC 1002, which is delivered over a 6-week term.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 1003 - Psychology as a Social Science♦

(5 cr.) Contemporary psychology is, in many ways, the study of how people interact, relate, and develop as members of society. In this course, part of a two-course sequence, students are introduced to the principal theories, topics, and applications related to the social science aspects of psychology, including psychological adjustment and social, developmental, cultural, personality, and psychological disorders. Students apply what they learn to case studies and real-life examples, focusing on how individuals are influenced by their environments. *(Prerequisite(s):* COMM 1001.) ***Note:*** This course is delivered over a 6-week term, but is equated to PSYC 1003E, which is delivered over a 12-week term.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 1003E - Psychology as a Social Science♦

(5 cr.) Contemporary psychology is, in many ways, the study of how people interact, relate, and develop as members of society. In this course, part of a two-course sequence, students are introduced to the principal theories, topics, and applications related to the social science aspects of psychology, including psychological adjustment and social, developmental, cultural, personality, and psychological disorders. Students apply what they learn to case studies and real-life examples, focusing on how individuals are influenced by their environments.

(Prerequisite(s): COMM 1001.) ***Note:*** This course is delivered over a 12-week term, but is equated to PSYC 1003, which is delivered over a 6-week term.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2001 - Cross-Cultural Psychology♦

(5 cr.) Many aspects of career and personal life require the ability to relate to people of different cultures and diverse backgrounds. Students in this course examine key factors related to understanding life in a multicultural world. They assess psychological concepts from a variety of perspectives and examine theories of culture. Students learn how professionals use psychology to understand oppression, acculturation, cultural aspects of cognition, mental health, physical health, aggression, and emotion. Sharpening communication and critical-thinking skills, students engage in peer discussions on a variety of topics, such as personal culture, cultural sensitivity in research, emotions, developmental theories, and attribution. Through these discussions, application-based assignments, and weekly assessments, students demonstrate their knowledge of how diversity and multiculturalism affect human behavior. *(Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2002 - Human Development: Childhood and Adolescence♦

(5 cr.) Humans experience many developmental changes throughout the lifespan, but those of greatest significance occur from conception to young adulthood. In this course, students examine key theories related to various aspects of development in infants, children, and adolescents. Students apply social, biological, and cognitive maturation processes and perspectives to better understand their own development and personal experiences. They also discuss related topics, such as cross-cultural issues, attachment and temperament, language and personality development, and puberty and sexual development. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)
♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2003 - Human Development: Adulthood♦

(5 cr.) Adulthood represents a rich developmental experience including many significant life transitions. In this course, students explore the key theories, transitions, and applications of adult development. They examine the social, biological, and cognitive maturation processes that define development of adulthood into older age. Students engage in assignments designed to provide practical application of theories to specific transitions and topical issues, such as career changes, attachment and marital satisfaction, personality, retirement, and cognition. Applying concepts presented in the course, students discuss cross-cultural issues in development, emotional

development, adult roles, memory, and physical aging. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2004 - Motivation and Emotion♦

(5 cr.) What drives people to do what they do? In this course students have the opportunity to answer this question as they explore basic theories of motivation and emotion. They also explore bodily needs, such as hunger, thirst, and sex, that drive people to action; concepts in motivation, such as achievement, altruism, and conflict; and concepts related to emotion, including happiness, hormonal influences, and mood. Students assess content and share different perspectives through peer discussions on related topics, such as sources of motivation, hunger and eating, need for power, extraversion, goals, and decision making. *Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2005 - Social Influences on Behavior♦

(5 cr.) Individuals are often influenced by others and by the social situations in which they find themselves. Students in this course examine the basic concepts and applications of social psychology, including attitudes, beliefs, and behavior; stereotyping; prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stress on behavior. They also learn how bias can sway objective conclusions as well as how ethical factors influence research in social psychology. Students apply principles and theories presented in the course to case studies and situations in daily life, including instances of stereotyping and discrimination. They also use these theories to understand strategies for helping others and reducing aggressive behavior. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2007 - Adjustment in the 21st Century♦

(5 cr.) The ability to adjust to the challenges and stresses of change is an important consideration for physical and psychological health. In this course, students learn how to approach the overall issue of psychological adjustment in consideration of individual and relationship factors. Students explore the issues of stress management, physical and psychological health, relationships, communication, sexual behavior, professional adjustments, and issues in development. They also evaluate clinical disorders in relation to psychological adjustment. Students apply psychological concepts and theories to enhancing their psychological well-being

to prepare for workplace change and challenges as well as difficult situations in daily life. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2008 - Learning♦

(5 cr.) How do people learn and what strategies maximize learning? This course provides students with an introduction to the behavioral and cognitive bases of learning and memory. Students engage in contextual and application-based assignments, such as simulation lab work, focusing on classical and operant conditioning, cognitive theories of learning, and introductory concepts of memory. Students apply learning principles and concepts, such as social learning theory and locus of control, to real-world behavior and performance.
(Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2009 - Theories of Personality♦

(5 cr.) The long-studied dimensions central to psychological study, including nature versus nurture, stability versus change, and free will versus determinism, provide an important framework for evaluating the various theories and approaches to understanding personality. In this course, students examine these dimensions as well as the major theories of personality and their contemporary relevance. Students explore notable personality theorists, including those who represent psychoanalytic, neopsychoanalytic, trait, biological, humanistic, cognitive, behavioral, and social-learning approaches to understanding personality. Students also explore how race, gender, and cultural issues play a part in the study of personality and personality assessment. *Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 2010 - Introduction to Human Services♦

(5 cr.) Human services is a field that provides rewarding as well as challenging situations as professionals support a diverse range of clients in solving problems and working through difficult situations. Students in this course explore the historical development of the human services field, human services theories, the systems approach to human services, and the role of the human service professional. They examine a range of roles and areas of specialization available to those in the profession as well as related challenges, such as ethical and diversity issues when working with people in different populations. Applying foundational concepts, students also investigate trends in the field of human services, such as medical and mental health breakthroughs and changes in client populations. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3002 - Data Analysis and Presentation♦

(5 cr.) A hallmark of science and advertising is the use of numbers to convince people that a particular point of view is correct. In this course, students examine basic statistical principles. They learn how to create and present descriptive statistics; test hypothesis; and use two-group inferential tests, correlation, and the chi-squared test. Students engage in a variety of assignments designed to provide practical application of content through common data analysis tasks, such as distinguishing between the different types of frequency distributions, calculating z-scores and interpreting their meaning for research, and interpreting studies with multiple levels of a factor. The goal of the course is for students to be comfortable using statistics and to better understand the importance of statistics in research. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3003 - Methods in Psychological Inquiry♦

(5 cr.) A variety of factors can cloud one‘s interpretation of human experience. In this course, students learn about research methods that professionals use to test hypotheses in an objective and systematic manner to minimize biases, providing a framework for more accurate conclusions. They examine correlation versus experimental methods, validity and reliability, dependent and independent variables, qualitative versus quantitative research, and statistical versus clinical prediction. Applying course theories and concepts, students gain practical experience conducting a simple experiment for which they write results using American Psychological Association (APA) format and style. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003, PSYC 3002.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3004 - Psychological Disorders♦

(5 cr.) Psychological disorders form the basis of diagnosis in psychology. In this course, students examine a wide variety of common psychological disorders, including mood, thought, anxiety, substance abuse, sexual, personality, and dissociative disorders. Students also explore underlying causes, symptoms, diagnoses, and treatments. They examine concepts of normal and abnormal as related to psychology, methods used in the process of diagnosis, and the measurement of psychological functioning. Students also differentiate among disorders and learn limits to effective diagnosis. Applying concepts and theories learned in the course, students demonstrate their understanding through practical application and case study assignments. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3005 - Racial and Ethnic Identities♦

(5 cr.) Most people recognize and appreciate the individuality of human beings, including race and ethnicity as related to self-perception and to the perception of others. In this course, students explore their own racial and ethnic identities in the context of contemporary psychological knowledge as well as contemporary issues and challenges related to race and ethnicity. Students explore and discuss a variety of topics, including the development of racial and ethnic identities; social classification; privilege and stigma; perceptions of racial and ethnic identities; assimilation; inequalities in race and ethnicity; and the relationship of race and ethnicity to social change. Students apply psychological concepts to better understand their own sense of ethnic and racial identities and how these identities shape their experiences in the world. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3006 - Psychology of Gender♦

(5 cr.) Researchers have demonstrated that there are few psychological differences between men and women. And yet history and conventional thinking indicate otherwise. This course introduces students to the basic theories, principles, and applications of gender and gender differences. Students explore distinctions between sex and gender, masculinity and femininity, and sexuality and sexual orientation; gender differences in social behavior, perception, and cognitive abilities; and cross-cultural research on gender and sexuality. Through discussions and applications, students debunk myths surrounding sex and gender similarities and differences, and they apply theories to case examples and individual experiences. *(Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3007 - Influence and Persuasion♦

(5 cr.) Understanding the factors that drive us and others is a vital component in making positive decisions about our relationships, our careers, and challenges in daily life. Students in this course examine major concepts related to influence and persuasion as well as the relationship among attitudes, beliefs, and behavior. They analyze and discuss the psychology of attitudes, the link between attitudes and behavior, cognitive dissonance, media and consumer behavior, and politics and leader influence. They also examine how behavioral psychologists develop and test hypotheses of influence and persuasion processes. Students apply principles of influence and persuasion to case studies and to real-life experiences. *(Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3009 - Psychology of Leadership♦

(5 cr.) Are leaders made or born? This question has been debated for decades. Building on requisite comprehension of psychology, such as understanding development and behavior, mental processes, and how people interact, students apply this knowledge in consideration of what makes a leader. They examine theories and principles of leadership and leader development. Students engage in coursework focused on leadership styles, characteristics and qualities of effective leaders, cultural issues, empowerment and development, ethics and values, and global leadership. They apply leadership concepts and principles to personal experiences to contextualize theory and further examine the leadership role. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3010 - Crisis and Intervention♦

(5 cr.) In this course, students examine situational procedures and techniques necessary in defusing situations identified as crises. Students work toward gaining skills to evaluate crisis experiences by combining active listening with an understanding of crisis patterns. Through class activities, such as case studies and comparative analyses, they learn how to work through difficult emotional, social, and health crises. Students also assess concepts and share perspectives though peer discussion on related topics, such as intervention models and strategies; system crisis intervention; collaboration; countertransference; secondary traumatic stress disorder and vicarious trauma; burnout prevention; and referral resources. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3012 - Prevention and Treatment of Addictions♦

(5 cr.) Models and theories of addiction are covered, as well as various treatment approaches. Prevention in various settings is addressed, including the etiology, patterns, and risk factors of addiction, as well as strategies for prevention. Treatment methodology, treatment planning, goal setting, and evaluation are also addressed. The multicultural context of addiction and client diversity are included.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 4001 - Cultural Perspectives in Health Psychology♦

(5 cr.) How does one‘s culture influence health-related behavior and how does culture impact an individual‘s response to stress, pain, and illness? In this course, students learn how biological, psychological, sociological, and cognitive factors affect individual health behaviors. Students engage in discussions and practical, application-based assignments on a variety of topics, including cultural responses to health, stress management, and coping mechanisms; pain theory and management techniques; health psychology theories and models; and strategies for helping people achieve health psychology goals when faced with illness. Students apply principles of health psychology to case studies and real-life examples related to promoting, achieving, and maintaining optimal health as well as psychological adjustment to illness in different cultures. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 4002 - Brain and Behavior♦

(5 cr.) The study of the brain and how it functions has contributed significantly to the understanding of how people react and adapt to their environments. In this course, students examine basic brain physiology and learn how the brain functions to control behavior. Students explore specific applications of brain structure to memory and attention, sensation and perception, development, socialization, motivation and emotion, and socialization. They apply concepts and theories about the brain to psychological health and well-being. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 4003 - Case Management and Addictions♦

(5 cr.) Students in this course explore the definitions and methodologies of case management services. The course is designed to provide students with the most up-to-date research and clinical applications of services management in the practice of addictions counseling.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 4006 - Global Perspectives in Psychology♦

(5 cr.) While traditional psychology in the United States has been Western in focus, increased globalization has promoted an examination into human behavior from a broader perspective that includes the influence of cultural and global trends on individual and group behavior. In this course, students explore a variety of global perspectives in psychology as well as some of the issues and controversies facilitated by differing cultures. They explore and discuss trends and research methods in global psychology, indigenous psychology, psychotherapy in a global world,

and the role of psychologists internationally. Students critically evaluate psychological issues from a global rather than a domestic perspective. *Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 4007 - Judgment, Choice, and Decision Making♦

(5 cr.) How does our memory, thought processes, and interactions with others affect the decisions we make? In this course, students learn the basic principles of decision making. They explore heuristics (mental shortcuts to decision making), biases in thinking that influence decisions, such as confirmatory and hindsight biases, and the role of expectations on decision making. Engaging in practical applications, students use course concepts and theories to assess clinical and actuarial judgment, employ heuristics to make decisions, and analyze a case study scenario using decision-making models. Students also apply concepts in decision making to better understand their own choices and to prepare for effective decision making in their current or future profession. *Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 4008 - Intergroup Conflict and Peace Building♦

(5 cr.) In a world encumbered with conflict, tension, and injustice, strategies for building peace are essential. In this course, students assess theories and principles of conflict management and resolution. They examine and employ theories and applications of intergroup dynamics; principles and underlying philosophies of non-violence; and social science principles to understand conflict and promote peace. Students gain practical experience applying principles of peace building to proposing solutions for contemporary, individual, and social issues. *Prerequisite(s):* PSYC 1001, PSYC 1002, or PSYC 1003.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 4010 - Capstone: Professional Issues and Ethics in Psychology

(5 cr.) Ethical standards and principles apply to nearly all roles and settings in which psychologists engage. In this course, students gain comprehensive insight into these standards and principles as they examine them through the context of psychotherapy and counseling, assessment and testing, special populations, organizational and business settings, teaching, supervision, and research. Students demonstrate their understanding through analyses of case study scenarios and applications of ethics to various situations. Integrating concepts learned in the course with knowledge and skills gained throughout the program, students engage in a final capstone project through which they analyze, explain, and resolve an ethical dilemma. Through

this course, students work toward becoming socially responsible social scientists and citizens. *Prerequisite(s):* PSYC 1002, PSYC 1003, PSYC 2001, PSYC 3002, and PSYC 3003.)

PSYC 5005 - Business Concepts for the Organizational Development Professional

(5 cr.) Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others. ***Note:*** To register for this course, please contact the Academic Advising Team.

PSYC 5205 - History and Systems of Psychology

(5 cr.) In this course, students focus on the historical and philosophical roots of psychology and counseling. Through conceptual and application-based assignments, students learn about structuralism, functionalism, behaviorism, psychoanalysis, gestaltism, and existentialism as well as contemporary perspectives, including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Students demonstrate and apply their knowledge through an integrative writing assignment in which they address the developmental history of a major area of study within a subdivision of psychology. Students also explore and consider themes of diversity and multiculturalism in psychology and counseling within each of the perspectives. ***Note:*** To register for this course, please contact the Academic Advising Team.

PSYC 5211 - Contemporary Issues in Psychology

(5 cr.) Students in this course are provided with an advanced-level overview of the core areas, topics, and concepts in psychology as well as considerations for related contemporary issues. They engage in a variety of conceptual and application-based assignments on the biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students practice and develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes of diversity in their study and assignments.

PSYC 5212 - Principles of Organizational Psychology and Development

(5 cr.) Students in this course are provided with the theoretical foundation for organizational inquiry. Students build on their knowledge of the contemporary business environment to gain a deeper understanding of how organizations function as well as how strategic design can affect efficiency and productivity. Students explore change management; organizational culture,

behavior, and development; group dynamics; and systems-level thinking. Sharpening critical-thinking and creative skills, students employ course concepts to identify organizational development opportunities based on an in-depth analysis of an organization. Through this project, students gain awareness of practical strategies for organizational development efforts. ***Note:*** To register for this course, please contact the Academic Advising Team.

PSYC 5215 - Lifespan Development

(5 cr.) This course provides students with an advanced overview of development through the lifespan, including prenatal, childhood, adolescent, adult, and late adult phases. Basic developmental processes and theories are examined and applied to developmental milestones that occur within these phases of development. Themes of diversity are highlighted throughout the course. Additional topics include ethics, research, global perspectives, and social change.

PSYC 5220 - Psychology of Personality

(5 cr.) This course introduces students to the major theories of personality and personality assessment approaches. Research that supports various theories is presented. Basic concepts and principles of the various schools of thought are discussed. Major topics include psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential aspects of personality, as well as individual, cultural, and gender differences in personality. Themes of diversity are highlighted throughout the course.

PSYC 5235 - Cognitive Psychology

(5 cr.) The course has a basis in cognitive neuroscience and begins by providing students with an overview of the history of the field and approaches used to study the mind. Students continue with an examination of the fundamentals of cognition. They examine various domains of cognitive psychology, including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem solving, expertise and creativity, and judgment and decision making); and emotions. Additionally, students explore individual and cultural differences across domains. Students apply theories and concepts to analyze and report on the impact of cognitive psychological research on a contemporary issue of interest. ***Note:*** To register for this course, please contact the Academic Advising Team.

PSYC 5240 - Human Motivation

(5 cr.) This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course. ***Note:*** To register for this course, please contact the Academic Advising Team.

PSYC 5245 - Social Psychology

(5 cr.) In this course, you will use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. You will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. Your application of what you learn in this course culminates in a final project in which you develop a plan for using social psychology research to address a significant social problem. Moreover, your learning in this course will extend to your personal and professional life, and truly enable you to effect positive social change as a scholar-practitioner committed to doing so.

PSYC 5305 - Statistics 1

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package. ***Note:*** To register for this course, please contact the Academic Advising Team.

PSYC 5310 - Research Design

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects‘ protection. *(Prerequisite(s):* PSYC 4305.)

PSYC 5315 - Tests and Measurement

(5 cr.) Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and

sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. *(Prerequisite(s):* PSYC 5305.) ***Note:*** To register for this course, please contact the Academic Advising Team.

PSYC 5480 - Psychology of Organizational Behavior

(5 cr.) This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

PSYC 5701 - Culture and Psychology

(5 cr.) This course explores the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, this course focuses on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

PSYC 5740 - Disaster, Crisis, and Trauma

(5 cr.) This course examines disaster, crisis, and trauma, and their psychological impact on individuals, families, and communities. Students apply assessment and intervention strategies to a broad range of topics, including terrorism and genocide, combat and war, natural disasters, school crises, childhood trauma, and sexual assault and partner violence. The course emphasizes the importance of culturally appropriate service delivery programs and interventions for individuals, families, and communities affected by disaster, crisis, and trauma.

PSYC 5741 - Psychology of Terrorism

(5 cr.) This course explores terrorism from a psychological perspective. Topics include types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies, laws, and regulations; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students examine the threat of terrorism in their own community; evaluate the potential impact; and apply prevention, intervention, and postvention strategies to promote resiliency among individual and families within the community.

PSYC 5745 - Health Psychology

(5 cr.) This course reviews the field of health psychology with a focus on the biopsychosocial model; behavioral and biomedical theories are also discussed. Topics include the effect of

psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. The course specifically addresses cardiovascular and immune health with a discussion of heart disease, stroke, cancer, and HIV/AIDS.

PSYC 5760 - Psychology and the Media

(5 cr.) This course examines different types of media and how each affects individuals, groups, and cultures. Topics include the psychological impact of the media as it relates to violence, prosocial behaviors, sex and pornography, advertising, news and politics, special populations, and culture and the global community. Students also examine ethical and legal issues related to psychology and the media and the impact of the media on social change.

PSYC 6001 - Foundations for Graduate Study in Psychology

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

PSYC 6005 - Business Concepts for the Organizational Development Professional♦

(5 cr.) Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others. ***Note:*** To register for this course, please contact the Academic Advising Team.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6131 - Theories of Learning♦

(5 cr.) An in-depth study of modern learning theory, its historical context, theoretical ideas, research, and applications in various learning environments are provided to students in this course. The theoretical ideas of the major paradigms of learning, such as behaviorism, gestalt, cognitivism, information processing, constructivism, and humanism, will be covered. The course will also include a review of current theories of cognitive processes such as language, memory,

and intelligence and examine how differences in cognitive levels throughout the lifespan mediate learning of educational subject matters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6201 - Social Cognition♦

(5 cr.) This course will orient the student to key elements in social cognitive processing as a subspecialty of social psychology, including attribution theory, schema theory, social cognition relative to self, the role of attention/consciousness in social cognition, errors and biases in social thought, heuristics, person memory, affect and cognition, attitudes, social influence, and behavior relative to social cognition.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6202 - Survey Research Methods♦

(5 cr.) The course will provide an in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and the Internet. Topics will include survey design, administration, analysis, and addressing sources of bias. The course will also review theoretical and empirical research on question and questionnaire effects. The course prepares students in the practice of writing questions and designing questionnaires, both in general and in light of existing research.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6203 - Attitudes/Attitude Change♦

(5 cr.) This course will cover classic and contemporary models of attitudes, their functions, and how they are formed and maintained. The connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance will also be examined.

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PSYC 6204 - Intergroup Relations♦

(5 cr.) This course will provide an in-depth study of basic and applied research and theory on both group processes and group relations and could include some of the following topics: prejudice, discrimination, stereotyping, social categorization, minority and majority influence, group decision making, leadership, group structure, group socialization, bargaining and negotiation, intergroup conflict and cooperation, collective action and cognition, collective self

and identity, social identity, language and identity, ethnic and cultural relations, and social dilemmas.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6205 - History and Systems of Psychology♦

(5 cr.) In this course, students focus on the historical and philosophical roots of psychology and counseling. Through conceptual and application-based assignments, students learn about structuralism, functionalism, behaviorism, psychoanalysis, gestaltism, and existentialism as well as contemporary perspectives, including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Students demonstrate and apply their knowledge through an integrative writing assignment in which they address the developmental history of a major area of study within a subdivision of psychology. Students also explore and consider themes of diversity and multiculturalism in psychology and counseling within each of the perspectives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6211 - Contemporary Issues in Psychology♦

(5 cr.) Students in this course are provided with an advanced-level overview of the core areas, topics, and concepts in psychology as well as considerations for related contemporary issues. They engage in a variety of conceptual and application-based assignments on the biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students practice and develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes of diversity in their study and assignments.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6212 - Principles of Organizational Psychology and Development♦

(5 cr.) Students in this course are provided with the theoretical foundation for organizational inquiry. Students build on their knowledge of the contemporary business environment to gain a deeper understanding of how organizations function as well as how strategic design can affect efficiency and productivity. Students explore change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Sharpening critical-thinking and creative skills, students employ course concepts to identify organizational

development opportunities based on an in-depth analysis of an organization. Through this project, students gain awareness of practical strategies for organizational development efforts.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6213 - Strategic Talent Management and Development♦

(5 cr.) Successful organizations and businesses know that an effective way to achieve goals is to align business strategies with workforce talent. Students in this course learn how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. They explore and discuss a variety of topics, including talent acquisition and retention, workforce and succession planning, organizational communication, leadership, and performance management. Students apply concepts as they prepare a strategic talent management and development audit as well as an overall talent management and development strategy.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6214 - Consulting for Organizational Change♦

(5 cr.) Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6215 - Lifespan Development♦

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6216 - Dynamics of Contemporary, International, and Virtual Organizations♦

(5 cr.) Globalization, technological innovation, and market factors continually change the context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and recommendations for a specific organization‘s development efforts.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6220 - Psychology of Personality♦

(5 cr.) Professionals study personality in a variety of contexts to better understand the factors that compose an individual‘s psychological framework, including feelings, thoughts, and motivations. Students in this course are introduced to the major theories of personality and personality assessment approaches. Students examine research that supports multiple theories as well as basic concepts and principles of the various schools of thought. They also explore and discuss related topics, such as various aspects of psychology, including psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential, in addition to individual, cultural, and gender differences in personality. Students consider themes of diversity throughout the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6225 - Biopsychology♦

(5 cr.) An important branch of psychology, known as biopsychology, combines neuroscience with basic psychological models for the purpose of understanding how the brain and neurotransmitters influence human behavior. In this course, students examine the structure and functions of the central and peripheral nervous systems and explore the impact of neurobiology, endocrinology, and physiology on human behavior. They learn about brain functioning, including exploration of neural conduction; effects of neurotransmitters; sensory systems; and mechanisms of attention, memory, perception, and language. Students also explore literature addressing issues related to neuroplasticity, lateralization, and regeneration. Applying knowledge and skills gained throughout the course, students develop a final research paper through which

they synthesize biopsychology concepts, critically analyze related research, and demonstrate APA-writing ability.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6235 - Cognitive Psychology♦

(5 cr.) The course has a basis in cognitive neuroscience and begins by providing students with an overview of the history of the field and approaches used to study the mind. Students continue with an examination of the fundamentals of cognition. They examine various domains of cognitive psychology, including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem solving, expertise and creativity, and judgment and decision making); and emotions. Additionally, students explore individual and cultural differences across domains. Students apply theories and concepts to analyze and report on the impact of cognitive psychological research on a contemporary issue of interest.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6238 - Cognitive and Affective Bases of Behavior♦

(5 cr.) This course reviews core theories of cognition and affect and their roles in human functioning. The course will review basic components of cognition, including knowledge acquisition, knowledge representation, language and various aspects of thinking, and emotions. There is also a focus on the multidimensional and interactive characteristics of human cognitive and affective functioning. A specific emphasis is placed on theories and research bearing on how cognition and affect interact in important areas of human functioning, such as emotional regulation, construction of reality, motivation, psychopathology, and health.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6240 - Human Motivation♦

(5 cr.) This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6242 - Changing Health Behavior♦

(5 cr.) This course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. It will provide coverage of health-related issues, including dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, it will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6245 - Social Psychology♦

(5 cr.) In this course, you will use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. You will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. Your application of what you learn in this course culminates in a final project in which you develop a plan for using social psychology research to address a significant social problem. Moreover, your learning in this course will extend to your personal and professional life, and truly enable you to effect positive social change as a scholar-practitioner committed to doing so.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6250 - Group Process and Dynamics

(5 cr.) Group work is an increasingly popular, effective counseling method that allows group members to share perspectives and provide useful feedback and information in a structured setting. Students are provided with a comprehensive review of counseling approaches to group therapy in this course. Students examine the theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy. They engage in a variety of practical application assignments and discussions, focusing on counseling of different types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development.

PSYC 6290 - Independent Readings

(1–5 cr.) Students in this course are provided with an opportunity to examine a topic area of interest in greater depth than that which is provided in the course offerings. Students work with the course instructor to design a syllabus that guides the independent readings project. Content must include theoretical and empirical research literature that addresses implications related to

diversity and professional practice. Students may only select this course once during their program of study and cannot use this course to replace one that currently exists in the catalog. *(Prerequisite(s):* Approved petition to academic advising.)

PSYC 6301 - Philosophical Foundations in Psychological Research♦

(5 cr.) Students are introduced to the nature of scientific discovery and explanation as it applies to the social sciences and to psychology in particular in this course. Students explore the etiology and epistemology of science, the relationship between philosophy and science, the nature of scientific explanation, and the progress of science (the ―paradigm"). They also examine philosophical movements that influence research and research priorities, including positivism, constructivism, and other post-modern research paradigms (including feminist, race, and gay/lesbian psychologies). Students apply concepts involving scholarly inquiry and research to various written assignments designed to provide practical application of content.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6304 - Statistics 2♦

(5 cr.) In this course, students review and expand on statistical techniques mastered in Statistics 1, such as the t-test, correlation analysis, ANOVA, and chi-square tests. Students explore underlying assumptions and applications of factorial, repeated measures (within groups), mixed-design ANOVA, multiple regression, and logistic regression. They learn statistical and analytical applications as well as how to critically read and write about psychological research—skills and techniques needed to complete the doctoral dissertation. Students also engage in analyses involving the use of the SPSS statistical software package. *(Prerequisite(s):* PSYC 6305.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6305 - Statistics 1♦

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6306 - Statistics 3♦

(5 cr.) Students in this course are provided with an introduction to multivariate statistics and their uses in the social sciences. Students explore a variety of topics, including data screening and cleaning, factorial ANOVA, analysis of covariance, multivariate analysis of variance (MANOVA), discriminant function analysis, multiple regression, logistic regression, path analysis, factor and principle components analysis, and structural equation modeling. Through contextual and application-based assignments, students focus on understanding theory and using SPSS to solve problems. *(Prerequisite(s):* PSYC 6304.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6310 - Research Design♦

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects‘ protection. *(Prerequisite(s):* PSYC 6305.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6311 - Qualitative Analysis♦

(5 cr.) There are five major traditions of qualitative research methodology commonly used in psychology practice: phenomenology, grounded theory, ethnography, biography, and case study. Through the context of each of these traditions, students in this course examine varying approaches to proposal planning, research design, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report. Students work toward gaining the knowledge and skills to design a qualitative research project that could serve as the foundation for thesis or dissertation work. *(Prerequisite(s):* PSYC 6305 and PSYC 6310.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6314 - Program Evaluation♦

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions. *(Prerequisite(s):* PSYC 6305 and PSYC 6310.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6315 - Tests and Measurement♦

(5 cr.) Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. *(Prerequisite(s):* PSYC 6305.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6320 - Advanced Methods in Mixed Qualitative-Quantitative Research Designs♦

(5 cr.) Students in this course are provided with the opportunity to gain an in-depth understanding of the use of qualitative and quantitative research designs in psychological research. Students assess a broad overview of paradigms that guide qualitative and quantitative research traditions, including logical positivism, post-positivism, pragmatism, and constructivism. Students review methods common to each tradition and engage in a comprehensive exploration of mixed-method approaches, including strategies for collecting, analyzing, and disseminating data as well as for incorporating both methods at all stages of the research project. Students engage in a variety of conceptual and application-based exercises to gain practical experience designing a mixed-method research project that could serve as the foundation for their dissertation *(Prerequisite(s):* PSYC 6305, PSYC 6310, and PSYC 6311.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6331 - Interviewing and Observational Strategies

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor‘s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. ***Note:*** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

PSYC 6341 - Psychological Assessment: Cognitive

(5 cr.) Students in this course are introduced to basic skills related to cognitive and academic achievement testing. Students examine the theoretical basis, skill sets, and examples of psychological assessment. They learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. Students also engage in practical assignments, focusing on applied aspects of psychological testing. *(Prerequisite(s):* Matriculation into the Counseling Psychology, Clinical Psychology, or School Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 6315 or in another graduate course in tests and measurements.)

PSYC 6342 - Psychotherapy Interventions I

(5 cr.) In this course, students have the opportunity to acquire and demonstrate clinical and counseling skills in the context of empirically supported modes of intervention. Students explore and display intervention techniques related to the beginning, middle, and ending phase of therapy, focusing on a stage-of-change model and universal techniques. They apply skills in treatment-planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions. ***Note:*** Students must film and submit videos of mock therapy sessions; therefore, they must have access to a digital camcorder for this course.

PSYC 6351 - Psychological Assessment: Personality

(5 cr.) Students are introduced to basic skills related to the assessment of personality. Students examine historical and theoretical foundations of personality tests, including the MMPI-2, BSI, NEO PI-R, and the Rorschach in this course. They learn to administer, record, score, and interpret specific measures of personality. Students also engage in practical assignments, focusing on applied aspects of psychological testing. Through a final project, students synthesize assessment data from cognitive and personality assessments into a formal written report.

Students also engage in a skill-based, face-to-face residency requirement. *(Prerequisite(s):* Matriculation into the Counseling, Clinical, or School Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of *B* or better in PSYC 6315/PSYC 8316 or in another graduate course in tests and measurements. Students must take the assessment courses sequentially: PSYC 6341/PSYC 8341 Psychological Assessment: Cognitive prior to PSYC 6351/PSYC 8351 Psychological Assessment: Personality.) ***Note:*** This course requires students to submit a videotape of a mock assessment session; therefore, students must have access to a digital camcorder.

PSYC 6390 - Thesis

(12 cr. minimum—6 cr. per term for minimum 2 terms) Students in this course are provided with the tools to integrate their program of study logically and comprehensively into an in-depth exploration of a topic of research interest. Students may choose either a critical literature review with a proposed research design or an empirical study. They engage in an online course that requires weekly participation in readings, discussions, and other assignments designed to help them complete each component of the thesis. Students complete their final thesis independently under the mentorship of a thesis chair. *(Prerequisite(s):* Completion of all coursework; may be concurrently enrolled with last term of coursework.)

PSYC 6391 - Capstone I

(5 cr.) Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical, integrative project designed to promote positive social changein a capstone project. In this course, students begin their final capstone project. They work with the leaders of a chosen organization to assess a topical issue or need and formulate an original research question. Students then create and implement a data collection and analysis strategy to develop an organizational diagnosis. *(Prerequisite(s):* All courses; PSYC 6216 taken concurrently with first quarter of Capstone.)

PSYC 6392 - Capstone II

(5 cr.) This course is a continuation of PSYC 6391 - Capstone, in which students began their final capstone organizational change project. This portion of the project provides students the opportunity to present their organizational diagnosis as well as proposed recommendations through a written paper and PowerPoint presentation to the organization of interest. *(Prerequisite(s):* All courses; PSYC 6216 taken concurrently with first quarter of Capstone.)

PSYC 6393 - M.S. in Psychology Capstone

(5 cr.) Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

PSYC 6465 - Foundations of Industrial/Organizational Psychology♦

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6480 - Psychology of Organizational Behavior♦

(5 cr.) This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications. *(Prerequisite(s):* PSYC 6465.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6510 - Career Counseling♦

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6551 - I/O Testing and Measurement♦

(5 cr.) This course provides students with an in-depth study of measurement theory and the tests used in organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments, including classical test theory, item