

1999-2000

Student Handbook

The Ph.D. in Applied Management and Decision Sciences Program

The Ph.D. in Applied Management and Decision Sciences Program is a 128 credit hour, KAM-based program. Students may elect the general program; an established specialization in engineering management, finance, leadership and organizational change, or operations research; or a self-designed specialization.

1.1 Degree Requirements

The Ph.D. in Applied Management and Decision Sciences Program requires students to complete seven KAMs appropriate to their area of study and specialization (if applicable). In addition, all doctoral students research and write a dissertation. Doctoral students must also satisfy specific program requirements, as well as the University’s residency requirement.

Ph.D. in Applied Management and Decision Sciences Degree Requirements	
Program Requirements	<ul style="list-style-type: none"> • Orientation activities • Professional Development Plan & <i>Program of Study</i> • WIN 1 Orientation • WIN 2 Seminar
Curriculum Requirements	<ul style="list-style-type: none"> • Seven KAMs (98 credits)
Dissertation Requirement	<ul style="list-style-type: none"> • Proposal, dissertation, and oral presentation (30 credits)
Residency Requirement	<ul style="list-style-type: none"> • 32 residency units

1.2 Core and Advanced Curriculum

The Knowledge Area Module, or “KAM,” serves as the curricular basis for the Ph.D. in Applied Management and Decision Sciences Program. Students demonstrate competency by completing an individualized program of study within a curriculum developed by the Walden faculty. To accomplish this, students research seven KAMs and produce seven corresponding KAM learning demonstrations.

Each KAM is comprised of three parts: breadth, depth, and application. (These components are identified individually by title and number within each KAM.) Students investigate a range of theories and concepts in the breadth section. An in-depth research explication of a specific concept or issue comprises the depth component. In the application section, students draw on theories and research emerging from the breadth and depth components, and apply this knowledge to a real world situation. Students then

integrate these three parts into a scholarly demonstration of their academic achievement and mastery of the subject area.

Students pursuing the Ph.D. in Applied Management and Decision Sciences complete four core KAMs which focus on the social and behavioral science foundations (SBSF) important to all professions. In addition to the core KAMs, students complete three advanced, or specialized, KAMs unique to the Applied Management and Decision Sciences curriculum. Students choosing a specialization complete core and/or advanced KAMs appropriate to their specific area of study.

General Program in Applied Management and Decision Sciences

The Ph.D. in Applied Management and Decision Sciences Program offers an interdisciplinary approach to the study of management. Students choosing the general program complete the following core and advanced curriculum requirements:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

SBSF 8120 Current Research in Societal Development (5 cr.)

SBSF 8130 Professional Practice and Societal Development (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

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

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

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

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

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

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

AMDS 8427 Research Design in Applied Management and Decision Sciences (5 cr.)

AMDS 8437 Data Analysis in Applied Management and Decision Sciences (5 cr.)

Advanced KAM V: Organizational Dynamics and Development (14 total credit hours)

AMDS 8510 Theories of Organizational Dynamics and Development (5 cr.)

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

Development (5 cr.)

AMDS 8530 Professional Practice Application of a Theory of Organizational Dynamics and Development (4 cr.)

Advanced KAM VI: Decision Science (14 total credit hours)

AMDS 8610 Decision Theory and Analysis (5 cr.)

AMDS 8620 Current Research in Decision Science (5 cr.)
AMDS 8630 Models for Decision Making (4 cr.)

Advanced KAM VII: Advanced Case Study in Applied Management (14 total credit hours)

AMDS 8710 Case Study Research (5 cr.)
AMDS 8720 Current Case Study Research (5 cr.)
AMDS 8730 Case Study in Applied Management (4 cr.)

Dissertation (30 credit hours)
AMDS 9000 Dissertation

1.3 Engineering Management Specialization

The Ph.D. in Applied Management and Decision Sciences Program offers an Engineering Management Specialization. More information on the specialization appears in the *University Catalog*. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)
AMDS 8124 Engineering and Societal Development (5 cr.)
AMDS 8134 Engineering and the Environment (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)
AMDS 8224 Leadership and Human Development (5 cr.)
AMDS 8234 Leadership in Engineering Management (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
AMDS 8324 Organizational Theory and Behavior (5 cr.)
AMDS 8334 Management Systems (4 cr.)

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)
AMDS 8427 Research Design in Applied Management and Decision Sciences (5 cr.)
AMDS 8437 Data Analysis in Applied Management and Decision Sciences (5 cr.)

Advanced KAM V: Quality Issues in Engineering Management (14 total credit hours)

AMDS 8514 Total Quality Management (4 cr.)
AMDS 8524 International Quality Standards and Their Implementation (5 cr.)
AMDS 8534 Reliability Issues in Engineering (5 cr.)

Advanced KAM VI: Human Factors Issues in Engineering Management (14 total credit hours)

AMDS 8614 Ergonomics and Work Physiology (4 cr.)

AMDS 8624 Occupational Safety and Health (5 cr.)
AMDS 8634 Productivity Engineering (5 cr.)

Advanced KAM VII: Case Study in Engineering Management (14 total credit hours)

AMDS 8714 Case Study Research (4 cr.)
AMDS 8724 Current Case Study Research (5 cr.)
AMDS 8734 Case Study in Engineering Management (5 cr.)

Dissertation (30 credit hours)

AMDS 9000 Dissertation

1.4 Finance Specialization

The Ph.D. in Applied Management and Decision Sciences Program offers a Finance Specialization. More information on the specialization appears in the *University Catalog*. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal and Cultural Development (5 cr.)
AMDS 8123 Current Research in Societal and Cultural Development (Finance) (5 cr.)
AMDS 8133 Professional Practice in Societal and Cultural Development (Finance) (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)
AMDS 8223 Current Research in Human Development (Finance) (5 cr.)
AMDS 8233 Professional Practice and Human Development (Finance) (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
AMDS 8323 Current Research in Organizational and Social Systems and Systems Engineering (Finance) (5 cr.)
AMDS 8333 Professional Practice in Organizational and Social Systems (Finance) (4 cr.)

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)
AMDS 8427 Research Design in Applied Management and Decision Sciences (5 cr.)
AMDS 8437 Data Analysis in Applied Management and Decision Sciences (5 cr.)

Advanced KAM V: Corporate Financial Theory (14 total credit hours)

AMDS 8513 Theory of Corporate Finance (5 cr.)
AMDS 8523 Current Research in Corporate Finance (5 cr.)
AMDS 8533 Professional Practice: Application of Corporate Finance (4 cr.)

Advanced KAM VI: Investment and International Finance (14 total credit hours)

AMDS 8613 Theory of Investments and International Finance (5 cr.)
AMDS 8623 Current Research in Investments and International Finance (5 cr.)
AMDS 8633 Professional Practice: Application of Investments and International Finance (4 cr.)

Advanced KAM VII: Applied Business Finance Case Analysis (14 total credit hours)

AMDS 8713 The Case Study as a Research Technique (5 cr.)

AMDS 8723 Current Case Study Research in Finance/Financial Management (5 cr.)

AMDS 8733 Professional Practice: Finance/Financial Management Case Study (4 cr.)

Dissertation (30 credit hours)

AMDS 9000 Dissertation

1.5 Leadership and Organizational Change Specialization

The Ph.D. in Applied Management and Decision Sciences Program offers Leadership and Organizational Change Specialization. More information on the specialization appears in the *University Catalog*. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

AMDS 8122 Cross-cultural Aspects of Organizational Change (5 cr.)

AMDS 8232 Professional Practice and Organizational Change (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

AMDS 8222 Leadership and Human Development (5 cr.)

AMDS 8232 Professional Practice in Leadership and Human Development (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

AMDS 8322 Current Research in Organizational Systems (5 cr.)

AMDS 8332 Professional Practice and Organizational Systems (4 cr.)

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

AMDS 8427 Research Design in Applied Management and Decision Sciences (5 cr.)

AMDS 8437 Data Analysis in Applied Management and Decision Sciences (5 cr.)

Advanced KAM V: Leadership Development (14 total credit hours)

AMDS 8512 Classical and Emerging Paradigms of Leadership (5 cr.)

AMDS 8522 Current Research on Leadership Development (5 cr.)

AMDS 8532 Professional Practice Application of a Theory of Leadership Development (4 cr.)

Advanced KAM VI: Organizational Change Models (14 total credit hours)

AMDS 8612 Model of Organizational Change and Development (5 cr.)

AMDS 8622 Current Research on a Model of Organizational Change (5 cr.)

AMDS 8632 Professional Practice Application of an Organizational Change Model (4 cr.)

Advanced KAM VII: The Case Study (14 total credit hours)

AMDS 8712 The Case Study as a Research Technique (5 cr.)

AMDS 8722 Current Case Study Research in Leadership and Organizational Change (5 cr.)

AMDS 8732 Professional Practice Application: Leadership or Organizational Change Case Study (4 cr.)

Dissertation (30 credit hours)

AMDS 9000 Dissertation

1.6 Operations Research Specialization

The Ph.D. in Applied Management and Decision Sciences Program offers an Operations Research Specialization. More information on the specialization appears in the *University Catalog*. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

AMDS 8121 Current Research in Societal and Cultural Development (Operations Research) (5 cr.)

AMDS 8131 Professional Practice and Societal and Cultural Development (Operations Research) (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

AMDS 8221 Current Research in Human Development – Decision Analysis (Operations Research) (5 cr.)

AMDS 8231 Professional Practice and Human Development – Applied Decision Analysis (Operations Research) (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

AMDS 8321 Current Research in Organizational and Social Systems – Systems Engineering (Operations Research) (5 cr.)

AMDS 8331 Professional Practice and Organizational and Social Systems – Applications of Systems Engineering and Analysis (Operations Research) (4 cr.)

Core KAM IV: Research Design (14 total credit hours)

SBSF 8410 Logic of Scientific Inquiry (5 cr.)

AMDS 8421 Experimental Design (5 cr.)

AMDS 8431 Applied Research Design (4 cr.)

Advanced KAM V: Deterministic Operations Research Techniques (14 total credit hours)

AMDS 8511 Theory of Deterministic Methods (5 cr.)

AMDS 8521 Current Research in Deterministic Methods (5 cr.)

AMDS 8531 Professional Practice: Application of Deterministic Methods (4 cr.)

Advanced KAM VI: Stochastic Operations Research Techniques (14 total credit hours)

AMDS 8611 Theory of Stochastic Methods (5 cr.)

AMDS 8621 Current Research in Stochastic Methods (5 cr.)

AMDS 8631 Professional Practice: Application of Stochastic Methods (4 cr.)

Advanced KAM VII: The Case Study (14 total credit hours)

AMDS 8711 The Case Study as a Research Technique (5 cr.)

AMDS 8721 Current Case Study Research in Operations Research (5 cr.)

AMDS 8731 Professional Practice: Operations Research Case Study (4 cr.)

Dissertation (30 credit hours)
AMDS 9000 Dissertation

1.7 Self-designed Specialization

Students in the Ph.D. in Applied Management and Decision Sciences Program have the option to self-design a specialization. A self-designed specialization *must* fit within the existing KAM curriculum structure of the general program. A self-designed specialization must be developed in consultation with program faculty and approved by the program director.

Declaring a Self-designed Specialization

Students wishing to pursue a program of study that reflects a self-designed specialization must declare the specialization by the end of their second quarter of enrollment. Students exercising this option design and declare the specialization in conjunction with the Professional Development Plan (see Part 1, Chapter 5: *The Professional Development Plan and Program of Study*). The Professional Development Plan must clearly reflect how the student intends to integrate the self-designed specialization into the depth and application sections of all seven KAMs, as well as the dissertation. The breadth component of the advanced KAMs must also support the specialization; however, the breadth component of the core KAMs is not used to support specializations.

Students must attach two copies of the *Request to Declare a Specialization* form to the Professional Development Plan when submitting it for review and evaluation. Forms are available on the University Web site and from the Office of Student Records.

Completing a Self-designed Specialization

To complete a self-designed specialization, students follow the course of study outlined in the Professional Development Plan, demonstrating in *all* academic work doctoral-level competency in the specialization area. Academic work that does not adequately support the declared specialization will be returned to the student for revision.



Helpful Tip Self-designed Specializations

Students pursuing a self-designed specialization must attach a copy of the approved *Request to Declare a Specialization* form to all Learning Agreements, KAMs, the proposal, and the dissertation.

1.8 Transfer of Credit

With the approval of the program director, students pursuing the Engineering Management, Finance, Leadership and Organizational Change, or Operations Research specialization may apply for a transfer of up to 20 quarter credits of previous graduate work related to the required KAMs. With the approval of the program director, students pursuing the Ph.D. in Applied Management and Decision Sciences may apply for a transfer of up to 14 quarter credits of previous graduate work related to the revised KAM IV components.

The Ph.D. in Education Program

The Ph.D. in Education Program is a 128 credit hour program. The program utilizes both the KAM learning model as well as on-line courses to deliver curriculum. Students may elect the general program; an established specialization in adult education leadership, early childhood education, educational technology, or special education; or a self-designed specialization.

2.1 Degree Requirements

The Ph.D. in Education Program requires students to complete KAMs appropriate to their area of study and specialization (if applicable). Students pursuing the Educational Technology Specialization or the Adult Education Leadership Specialization complete a course of study that includes both KAM demonstrations and on-line courses. In addition, all doctoral students research and write a dissertation. Doctoral students must also satisfy specific program requirements as well as the University’s residency requirement.

Ph.D. in Education Degree Requirements			
	General Program, Early Childhood Educ., Special Education, and Self-designed Specializations	Educational Technology Specialization	Adult Education Leadership Specialization
Program Requirements	<ul style="list-style-type: none"> • Orientation activities • Professional Development Plan and <i>Program of Study</i> form • WIN 1 Orientation • WIN 2 Seminar 		
Curriculum Requirements	<ul style="list-style-type: none"> • Seven KAMs (98 credits) 	<ul style="list-style-type: none"> • Core KAMs I, II, III, and IV (56 credits) <p>EDUC 6150 EDUC 6400 EDUC 6250 EDUC 6440 EDUC 6420 EDUC 6450 EDUC 8740</p> <p>three electives</p>	<ul style="list-style-type: none"> • Core KAMs I, II, III, and IV (56 credits) <p>EDUC 8515 (D500) EDUC 8525 (D506) EDUC 8535 (D600) EDUC 8615 (D512) EDUC 8625 (D613) EDUC 8715 (D625) EDUC 8725 (D625) EDUC 8750 (D650)</p> <p>one or two electives</p>
Dissertation Requirement	<ul style="list-style-type: none"> • Proposal, dissertation, and oral presentation (30 credits) 		

Residency Requirement	• 32 residency units
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2.2 Core and Specialized Curriculum

The Knowledge Area Module, or “KAM,” serves as the curricular basis for the Ph.D. in Education program. Students enrolled in KAM-based programs demonstrate competency by completing an individualized program of study within a curriculum developed by the Walden faculty. To accomplish this, students research seven KAMs and produce seven corresponding KAM learning demonstrations.

Each KAM is comprised of three parts: breadth, depth, and application. (These components are identified individually by title and number within each KAM.) Students investigate a range of theories and concepts in the breadth section. An in-depth research explication of a specific concept or issue comprises the depth component. In the application section, students draw on theories and research emerging from the breadth and depth components, and apply this knowledge to a real world situation. Students then integrate these three parts into a scholarly demonstration of their academic achievement and mastery of the subject area.

All students pursuing the Ph.D. in Education complete four core KAMs, which focus on the social and behavioral science foundations (SBSF) important to all education professions. In addition to the core KAMs, students completing the general program, the Early Childhood Education Specialization, the Special Education Specialization, or a self-designed specialization complete three specialized KAMs unique to the Education curriculum. Students pursuing the Educational Technology Specialization or the Adult Education Leadership Specialization complete a series of on-line courses in place of the advanced KAMs.

General Program in Education

The Ph.D. in Education Program offers an interdisciplinary approach to the study of the broad discipline of education. Students choosing the general program complete the following core and advanced curriculum requirements:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

SBSF 8120 Current Research in Societal Development (5 cr.)

SBSF 8130 Professional Practice and Societal Development (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

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

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

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

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

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

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

EDUC 8427 Research Design in Education (5 cr.)

EDUC 8437 Data Analysis in Educational Research (5 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation (14 total credit hours)

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

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

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

Specialized KAM VI: Learning Institutions: Organization, Purpose, Goals, and Missions (14 total credit hours)

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

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

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

Specialized KAM VII: Research Case Study in Education (14 total credit hours)

EDUC 8710 Case Study Method (5 cr.)

EDUC 8720 Current Research and Analysis of Selected Reform Issues (5 cr.)

EDUC 8730 Case Study Report and Evaluation (4 cr.)

Dissertation (30 credit hours)

EDUC 9000 Dissertation

2.3 Adult Education Leadership Specialization

The Ph.D. in Education Program offers an Adult Education Leadership Specialization in coordination with the Indiana University School of Continuing Studies. More information on the specialization appears in the *University Catalog*. Students admitted to this specialization complete a combination of KAMs and courses as specified below.

Core KAMs I, II, III, and IV as described under the General Program (56 credit hours)

Note: Courses listed below with a “D” prefix are electronically delivered by the Indiana University School of Continuing Studies and are cross-listed as Walden University courses (EDUC prefix). Students register through Walden University using the EDUC course numbers.

Theory and Practice of Adult Learning Courses (15 credit hours)

EDUC 8515 (D500) Introduction to Adult Education Theory (5 cr.)

EDUC 8525 (D506) The Adult as a Client of Education II (5 cr.)

EDUC 8535 (D600) Seminar in the Teaching-Learning Transaction in Adult Education (5 cr.)

Organizational Perspectives on Adult Education Courses (13-20 credit hours)

EDUC 8615 (D512) Seminar in Forms and Forces of Adult Education (5 cr.)

EDUC 8625 (D613) The Diagnostic Procedure in Adult Education (5 cr.)

One or two elective courses chosen from:

EDUC 8632 (D521) Participation Training (3 cr.)*

EDUC 8634 (D523) Small Group Theory in Adult Education (5 cr.)*

EDUC 8636 (D660) Readings in Adult Education (2-10 cr.)

** Includes residency requirement scheduled at Indiana University. Residency units earned through EDUC 8632 and EDUC 8634 may be applied to the 32 residency unit requirement.*

Research Applications in Adult Education Courses (14 credit hours)

EDUC 8715 (D625) Topical Seminar: Data Analysis in Adult Education (5 cr.)

EDUC 8725 (D625) Topical Seminar: Applied Research in Adult Education (5 cr.)

EDUC 8750 (D650) Internship in Adult Education (4 cr.)

Dissertation (30 credit hours)

EDUC 9000 Dissertation

2.4 Early Childhood Education Specialization

The Ph.D. in Education Program offers an Early Childhood Education (ECE) Specialization. More information on the specialization appears in the *University Catalog*. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

EDUC 8123 Theoretical Foundations of Early Childhood Program Practices (5 cr.)

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

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

EDUC 8223 Current Research: Psychological Foundations of Early childhood Growth and Development (5 cr.)

EDUC 8233 Psychological Considerations in Application to Early Childhood Programs (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

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

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

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

EDUC 8427 Research Design in Education (5 cr.)

EDUC 8437 Data Analysis in Educational Research (5 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation in Early Childhood Education (14 total credit hours)

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

Specialized KAM VI: Critical Issues in the Organization and Planning of Early Childhood Education Programs (14 total credit hours)

EDUC 8613 Organization of Early Childhood Education Programs (5 cr.)
EDUC 8623 Critical Issues in Early childhood Education Programs (5 cr.)
EDUC 8633 Early Childhood Programs: A Comprehensive Approach (4 cr.)

Specialized KAM VII: Research Case Study in Early Childhood Education (14 total credit hours)

EDUC 8713 Case Study Method (5 cr.)
EDUC 8723 Current Research and Analysis of Selected Early Childhood Education Topics (5 cr.)
EDUC 8733 Early Childhood Education Case Study Report and Evaluation (4 cr.)

Dissertation (30 credit hours)

EDUC 9000 Dissertation

2.5 Educational Technology Specialization

The Ph.D. in Education Program offers an Educational Technology Specialization. More information on the specialization appears in the *University Catalog*. Students admitted to this specialization complete a combination of KAMs and courses as specified below. The prerequisites listed in the *University Catalog* for these courses *do not* apply to doctoral students pursuing the Educational Technology Specialization.

Core KAMs I, II, III, and IV as described under the General Program (56 credit hours)

Learning and Teaching Courses (12 credit hours)

EDUC 6150 Critical Survey of Technology (4 cr.)
EDUC 6400 Cognition and Technological Instruction (4 cr.)

One elective chosen from:

EDUC 6100 Learning Theories, Motivation, and Relationship to Technology (4 cr.)
EDUC 6120 Curriculum Theory and Design (4 cr.)
EDUC 6130 Program Evaluation and Assessment (4 cr.)
EDUC 6210 Seminar: Family and Societal Factors in Education (4 cr.)
EDUC 6220 Seminar: Survey of Educational Reform Initiatives (4 cr.)

Education in Organizations Courses (17 credit hours)

EDUC 6250 Seminar: Computer Technology and Multimedia in Education (4 cr.)
EDUC 6440 Seminar: Management of Technology for Education (5 cr.)

Two electives chosen from:

EDUC 6140 Organizational Behavior and Systems Theory (4 cr.)
EDUC 6240 Seminar: Resource Development for Educators (4 cr.)
EDUC 6230 Seminar: Educational Structures and Decision Making Processes (4 cr.)
EDUC 6310 Seminar: Change Theory and Human Behavior (4 cr.)
EDUC 6340 Seminar: Economics of Education in a Time of Change (4 cr.)

Research Applications Courses (13 credit hours)

EDUC 6420 Seminar: Integration of Technology in the Curriculum (5 cr.)
EDUC 6450 Course Development and Delivery Using Technology (6 cr.)*
EDUC 8740 Practicum: Evaluation and Reflective Analysis (2-4 cr.)

**Includes 10-day residency requirement scheduled each June/July at Indiana University-Bloomington. Residency units earned through EDUC 6450 may be applied to the 32 residency units graduation requirement.*

Dissertation (30 credit hours)

EDUC 9000 Dissertation

2.6 Special Education Specialization

The Ph.D. in Education Program offers a Special Education Specialization. More information on the specialization appears in the *University Catalog*. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)
EDUC 8121 Current Research in Societal Development: Special Education (5 cr.)
EDUC 8131 Professional Practice and Societal Development: Special Education (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)
EDUC 8221 Current Research in Human Exceptionality (5 cr.)
EDUC 8231 Professional Practice and Human Exceptionality (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
EDUC 8321 Individuals with Special Needs: Social, Legal, Political, and Economic Systems in Context (5 cr.)
EDUC 8331 Professional Issues in Organizational and Systems: Special Education (4 cr.)

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)
EDUC 8427 Research Design in Education (5 cr.)
EDUC 8437 Data Analysis in Educational Research (5 cr.)

Specialized KAM V: Theories of Learning, Motivation, and Intelligence and Implications for Persons with Special Needs (14 total credit hours)

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

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

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

Specialized KAM VI: Institutional Contexts for Special Education: Leadership, Learning, and Accommodation (14 total credit hours)

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

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

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

Specialized KAM VII: Research Case Study in Special Education (14 total credit hours)

EDUC 8711 Case Study Methods and Context (5 cr.)

EDUC 8721 The Impact of Case Study Research on Contemporary Special Education Issues/Change Processes (5 cr.)

EDUC 8731 Case Study Report and Evaluation in Special Needs (4 cr.)

Dissertation (30 credit hours)

EDUC 9000 Dissertation

2.7 Self-designed Specialization

Students in the Ph.D. in Education Program have the option to self-design a specialization. A self-designed specialization *must* fit within the existing KAM curriculum structure of the general program. A self-designed specialization must be developed in consultation with program faculty and approved by the program director.

Declaring a Self-designed Specialization

Students wishing to pursue a program of study that reflects a self-designed specialization must declare the specialization by the end of their second quarter of enrollment. Students exercising this option design and declare the specialization in conjunction with the Professional Development Plan (see Part 1, Chapter 5: *The Professional Development Plan and Program of Study*). The Professional Development Plan must clearly reflect how the student intends to integrate the self-designed specialization into the depth and application sections of all seven KAMs, as well as the dissertation. The breadth component of the advanced KAMs must also support the specialization; however, the breadth component of the core KAMs is not used to support specializations.

Students must attach two copies of the *Request to Declare a Specialization* form to the Professional Development Plan when submitting it for review and evaluation. Forms are available on the University Web site and through the Office of Student Records.

Completing a Self-designed Specialization

To complete a self-designed specialization, students follow the course of study outlined in the Professional Development Plan, demonstrating in *all* academic work doctoral-level competency in the specialization area. Academic work that does not adequately support the declared specialization will be returned to the student for revision.



Helpful Tip

Self-designed Specializations

Students pursuing a self-designed specialization must attach a copy of the approved *Request to Declare a Specialization* form to all Learning Agreements, KAMs, the proposal, and the dissertation.

2.8 Transfer of Credit

Limited graduate credit transfer of up to 42 quarter credit hours (or the equivalent in semester hours) from regionally accredited colleges and universities may be applied to the Ph.D. specializations in Educational Technology and Adult Education Leadership. Limited graduate credit transfer of up to 20 quarter credit hours (or the equivalent in semester hours) from regionally accredited colleges and universities may be applied to the Ph.D. specializations in Special Education and Early Childhood Education. Credits applied in transfer must have been earned through courses that are equivalent to KAM modules in the respective specialization. Courses presented for transfer credit must have been completed within the past 10 years. No credits from courses earning a grade below “B,” 3.0 on a 4.0 scale, will be accepted. No course credit transfer will be accepted in place of KAM learning modules in the general program or the Self-designed Specialization (with the exception of the revised KAM IV components). With the approval of the program director, students pursuing the Ph.D. in Education may apply for a transfer of up to 14 quarter credits of previous graduate work related to the revised KAM IV components.

The Ph.D. in Health Services Program

The Ph.D. in Health Services Program is a 128 credit hour, KAM-based program. Students may elect the general program; an established specialization in community health, health administration, or health and human behavior; or a self-designed specialization.

3.1 Degree Requirements

The Ph.D. in Health Services Program requires students to complete seven KAMs appropriate to their area of study and specialization (if applicable). In addition, all doctoral students research and write a dissertation. Doctoral students must also satisfy specific program requirements as well as the University’s residency requirement.

Ph.D. in Health Services Degree Requirements	
Program Requirements	<ul style="list-style-type: none"> • Orientation activities • Professional Development Plan & <i>Program of Study</i> • WIN 1 Orientation • WIN 2 Seminar
Curriculum Requirements	<ul style="list-style-type: none"> • Seven KAMs (98 credits)
Dissertation Requirement	<ul style="list-style-type: none"> • Proposal, dissertation, and oral presentation (30 credits)
Residency Requirement	<ul style="list-style-type: none"> • 32 residency units

3.2 Core and Advanced Curriculum

The Knowledge Area Module, or “KAM,” serves as the curricular basis for the Ph.D. in Health Services Program. Students enrolled in KAM-based programs demonstrate competency by completing an individualized program of study within a curriculum developed by the Walden faculty. To accomplish this, students research seven KAMs and produce seven corresponding KAM learning demonstrations.

Each KAM is comprised of three parts: breadth, depth, and application. (These components are identified individually by title and number within each KAM.) Students investigate a range of theories and concepts in the breadth section. An in-depth research explication of a specific concept or issue comprises the depth component. In the application section, students draw on theories and research emerging from the breadth and depth components, and apply this knowledge to a real world situation. Students then integrate these three parts into a scholarly demonstration of their academic achievement and mastery of the subject area.

Students seeking the Ph.D. in Health Services complete four core KAMs where the breadth components consider the social and behavioral science foundations (SBSF) important to all professions. The depth and application components focus on the student's declared (and approved) area of study in health services. In addition to the core KAMs, students complete three advanced, or specialized, KAMs unique to the Health Services curriculum.

General Program in Health Services

The Ph.D. in Health Services Program offers an interdisciplinary approach to the study of health services. Students choosing the general program complete the following core and advanced curriculum requirements:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

HLTH 8120 Current Research in Societal Development (5 cr.)

HLTH 8130 Professional Practice and Societal Development (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

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

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

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

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

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

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

HLTH 8427 Research Design in Health Services (5 cr.)

HLTH 8437 Data Analysis in Health Services Research (5 cr.)

Advanced KAM V: Advanced Theory, Methods, and Practice in Health Services

(14 total credit hours)

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

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

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

Advanced KAM VI: Contemporary Issues and the Ethical Delivery of Health Services

(14 total credit hours)

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

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

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

Advanced KAM VII: Advanced Case Study in Health Services (14 total credit hours)

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

HLTH 8720 Relating Change Theories to Practice in Health Services (5 cr.)
HLTH 8730 A Case Study of Applied Change in Health Services (4 cr.)

Dissertation (30 credit hours)
HLTH 9000 Dissertation

3.3 Community Health Specialization

The Ph.D. in Health Services Program offers a Community Health Specialization. Students are admitted to this specialization based upon the qualifications presented in their application for admission. Students may concentrate in the areas of community health education/health promotion, environmental health, school health, or worksite health promotion. Regardless of the concentration, the academic work must incorporate the three core community health functions of assessment, policy, and assurance. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)
HLTH 8121 Current Research in Societal Development: Community Health (5 cr.)
HLTH 8131 Professional Practice and Societal Development: Community Health (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)
HLTH 8221 Current Research in Human Development: Community Health (5 cr.)
HLTH 8231 Professional Practice and Human Development: Community Health (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
HLTH 8321 Current Research in Organizational and Social Systems: Community Health (5 cr.)
HLTH 8331 Professional Practice and Organizational and Social Systems: Community Health (4 cr.)

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)
HLTH 8427 Research Design in Health Services (5 cr.)
HLTH 8437 Data Analysis in Health Services Research (5 cr.)

Advanced KAM V: Advanced Theory, Methods, and Practice in Health Services
(14 total credit hours)

HLTH 8511 Health Services in the Contemporary Context: Community Health (5 cr.)
HLTH 8521 Current Concepts and Methods in Health Services: Community Health (5 cr.)
HLTH 8531 Integrative Professional Practice in Health Services: Community Health (4 cr.)

Advanced KAM VI: Contemporary Issues and the Ethical Delivery of Health Services
(14 total credit hours)

HLTH 8611 Health Services Delivery and Ethical Implications: Community Health (5 cr.)

HLTH 8621 Health Services Delivery and Ethical Decision Making: Community Health (5 cr.)

HLTH 8631 Ethical Theories Applied in Health Services: Community Health (4 cr.)

Advanced KAM VII: Advanced Case Study in Health Services (14 total credit hours)

HLTH 8711 Theories of Case Study Research and Applied Change in Health Services:
Community Health (5 cr.)

HLTH 8721 Relating Change Theories to Practice in Health Services: Community Health (5 cr.)

HLTH 8731 A Case Study of Applied Change in Health Services: Community Health (4 cr.)

Dissertation (30 credit hours)

HLTH 9000 Dissertation

3.4 Health Administration Specialization

The Ph.D. in Health Services Program offers a Health Administration Specialization. Students are admitted to this specialization based upon the qualifications presented in their application for admission. Students may concentrate either in a specific functional management area, on the management of services or organizations dedicated to one stage in the continuum of care, or on one institutional or industry-specific management area that cuts across different levels of care. More information on these concentrations appears in the *University Catalog*. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

HLTH 8123 Current Research in Societal Development: Health Administration (5 cr.)

HLTH 8133 Professional Practice and Societal Development: Health Administration (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

HLTH 8223 Current Research in Human Development: Health Administration (5 cr.)

HLTH 8233 Professional Practice and Human Development: Health Administration (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

HLTH 8323 Current Research in Organizational and Social Systems: Health Administration (5 cr.)

HLTH 8333 Professional Practice and Organizational and Social Systems: Health Administration (4 cr.)

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

HLTH 8427 Research Design in Health Services (5 cr.)

HLTH 8437 Data Analysis in Health Services Research (5 cr.)

Advanced KAM V: Advanced Theory, Methods, and Practice in Health Services

(14 total credit hours)

HLTH 8513 Health Services in the Contemporary Context: Health Administration (5 cr.)

HLTH 8523 Current Concepts and Methods in Health Services: Health Administration (5 cr.)

HLTH 8533 Integrative Professional Practice in Health Services: Health Administration (4 cr.)

Advanced KAM VI: Contemporary Issues and the Ethical Delivery of Health Services

(14 total credit hours)

HLTH 8613 Health Services Delivery and Ethical Implications: Health Administration (5 cr.)

HLTH 8623 Health Services Delivery and Ethical Decision Making: Health Administration (5 cr.)

HLTH 8633 Ethical Theories Applied in Health Services: Health Administration (4 cr.)

Advanced KAM VII: Advanced Case Study in Health Services (14 total credit hours)

HLTH 8713 Theories of Case Study Research and Applied Change in Health Services: Health Administration (5 cr.)

HLTH 8723 Relating Change Theories to Practice in Health Services: Health Administration (5 cr.)

HLTH 8733 A Case Study of Applied Change in Health Services: Health Administration (4 cr.)

Dissertation (30 credit hours)

HLTH 9000 Dissertation

3.5 Health and Human Behavior Specialization

The Health Services Program offers a Health and Human Behavior Specialization. Students are admitted to this specialization based upon the qualifications presented in their application for admission. Students may concentrate in the areas of health and healing, health and organizational behavior, health and professional behavior, health and social behavior, or health and the life span. More information on these concentrations appears in the *University Catalog*. Students admitted to this specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

HLTH 8124 Current Research in Societal Development: Health and Human Behavior (5 cr.)

HLTH 8134 Professional Practice and Societal Development: Health and Human Behavior (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

HLTH 8224 Current Research in Human Development: Health and Human Behavior (5 cr.)

HLTH 8234 Professional Practice and Human Development: Health and Human Behavior (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

HLTH 8324 Current Research in Organizational and Social Systems: Health and Human Behavior (5 cr.)

HLTH 8334 Professional Practice and Organizational and Social Systems: Health and Human Behavior (4 cr.)

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

HLTH 8427 Research Design in Health Services (5 cr.)

HLTH 8437 Data Analysis in Health Services Research (5 cr.)

Advanced KAM V: Advanced Theory, Methods, and Practice in Health Services

(14 total credit hours)

HLTH 8514 Health Services in the Contemporary Context: Health and Human Behavior (5 cr.)

HLTH 8524 Current Concepts and Methods in Health Services: Health and Human Behavior (5 cr.)

HLTH 8534 Integrative Professional Practice in Health Services: Health and Human Behavior (4 cr.)

Advanced KAM VI: Contemporary Issues and the Ethical Delivery of Health Services

(14 total credit hours)

HLTH 8614 Health Services Delivery and Ethical Implications: Health and Human Behavior (5 cr.)

HLTH 8624 Health Services Delivery and Ethical Decision Making: Health and Human Behavior (5 cr.)

HLTH 8634 Ethical Theories Applied in Health Services: Health and Human Behavior (4 cr.)

Advanced KAM VII: Advanced Case Study in Health Services (14 total credit hours)

HLTH 8714 Theories of Case Study Research and Applied Change in Health Services: Health and Human Behavior (5 cr.)

HLTH 8724 Relating Change Theories to Practice in Health Services: Health and Human Behavior (5 cr.)

HLTH 8734 A Case Study of Applied Change in Health Services: Health and Human Behavior (4 cr.)

Dissertation (30 credit hours)

HLTH 9000 Dissertation

3.6 Self-designed Specialization

Students in the Ph.D. in Health Services Program have the option to self-design a specialization. A self-designed specialization *must* fit within the existing KAM curriculum structure of the general program. A self-designed specialization must be developed in consultation with program faculty and approved by the program director.

Declaring a Self-designed Specialization

Health services students wishing to pursue a program of study that reflects a self-designed specialization must declare the specialization by the end of their first quarter of enrollment. Students exercising this option design and declare the specialization in conjunction with the Professional Development Plan (see Part 1, Chapter 5: *The Professional Development Plan and Program of Study*). The Professional Development Plan must clearly reflect how the student intends to integrate the self-designed specialization into the depth and application sections of all seven KAMs, as well as the dissertation. The breadth component of the advanced KAMs must also support the specialization; however, the breadth component of the core KAMs is not used to support specializations.

Health services students must attach two copies of the *Program of Study* form to the Professional Development Plan when submitting it for review and evaluation. Forms are available on the University Web site.

Completing a Self-designed Specialization

To complete a self-designed specialization, students follow the course of study outlined in the Professional Development Plan, demonstrating in *all* academic work doctoral-level competency in the specialization area. Academic work that does not adequately support the declared specialization will be returned to the student for revision.



Helpful Tip

Self-designed Specializations

Students pursuing a self-designed specialization in health services must attach a copy of the approved *Program of Study* form to all Learning Agreements, KAMs, the proposal, and the dissertation.

3.7 Transfer of Credit

With the approval of the program director, students pursuing the Ph.D. in Health Services may apply for a transfer of up to 14 quarter credits of previous graduate work related to the revised KAM IV components.

The Ph.D. in Human Services Program

The Ph.D. in Human Services Program is a 128 credit hour, KAM-based program. Students may elect the general program; an established specialization in clinical social work, counseling, criminal justice, human services administration, or social policy analysis and planning; or a self-designed specialization.

4.1 Degree Requirements

The Ph.D. in Human Services Program requires students to complete seven KAMs appropriate to their area of study and specialization (if applicable). In addition, all doctoral students research and write a dissertation. Doctoral students must also satisfy specific program requirements as well as the University’s residency requirement.

Ph.D. in Human Services Degree Requirements	
Program Requirements	<ul style="list-style-type: none"> • Orientation activities • Professional Development Plan & <i>Program of Study</i> • WIN 1 Orientation • WIN 2 Seminar
Curriculum Requirements	<ul style="list-style-type: none"> • Seven KAMs (98 credits)
Dissertation Requirement	<ul style="list-style-type: none"> • Proposal, dissertation, and oral presentation (30 credits)
Residency Requirement	<ul style="list-style-type: none"> • 32 residency units

4.2 Core and Advanced Curriculum

The Knowledge Area Module, or “KAM,” serves as the curricular basis for the Ph.D. in Human Services Program. Students enrolled in KAM-based programs demonstrate competency by completing an individualized program of study within a curriculum developed by the Walden faculty. To accomplish this, students research seven KAMs and produce seven corresponding KAM learning demonstrations.

Each KAM is comprised of three parts: breadth, depth, and application. (These components are identified individually by title and number within each KAM.) Students investigate a range of theories and concepts in the breadth section. An in-depth research explication of a specific concept or issue comprises the depth component. In the application section, students draw on theories and research emerging from the breadth and depth components, and apply this knowledge to a real world situation. Students then integrate these three parts into a scholarly demonstration of their academic achievement and

mastery of the subject area.

Students seeking the Ph.D. in Human Services complete four core KAMs that focus on the social and behavioral science foundations (SBSF) important to all professions. In addition to the core KAMs, students complete three advanced, or specialized, KAMs unique to the Human Services curriculum. Students choosing a specialization complete advanced KAMs appropriate to their specific area of study.

General Program in Human Services

The Ph.D. in Human Services Program offers an interdisciplinary approach to the study of human services. Students choosing the general program complete the following core and advanced curriculum requirements:

Core KAM I: Principles of Societal Development (14 total credit hours)

SBSF 8110 Theories of Societal Development (5 cr.)

SBSF 8120 Current Research in Societal Development (5 cr.)

SBSF 8130 Professional Practice and Societal Development (4 cr.)

Core KAM II: Principles of Human Development (14 total credit hours)

SBSF 8210 Theories of Human Development (5 cr.)

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

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

Core KAM III: Principles of Organizational and Social Systems (14 total credit hours)

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

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

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

Core KAM IV: Principles of Social and Behavioral Science Research (14 total credit hours)

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

HUMN 8427 Research Design in Human Services (5 cr.)

HUMN 8437 Data Analysis in Human Services Research (5 cr.)

Advanced KAM V: Advanced Theory and Practice in Human Services (14 total credit hours)

HUMN 8510 Theories and Models of Human Behavior for Professional Practice (5 cr.)

HUMN 8520 Contextual Evaluation of Contemporary Theories and Models in Human Services (5 cr.)

HUMN 8530 Integrating Theory and Practice in Human Services (4 cr.)

Advanced KAM VI: Intervention Strategies in Human Services (14 total credit hours)

HUMN 8610 Advanced Theories of Intervention in Human Services (5 cr.)

HUMN 8620 Human Services Delivery Systems and Ethical Considerations (5 cr.)

HUMN 8630 Integrating Intervention Strategies and Ethical Practice (4 cr.)

Advanced KAM VII: Advanced Case Study in Human Services (14 total credit hours)

HUMN 8710 Theories of Case Study Research and Applied Change in Human Services (5 cr.)

HUMN 8720 Relating Case Studies to Applied Change in Human Services (5 cr.)

HUMN 8730 A Case Study of Applied Change in Human Services (4 cr.)

Dissertation (30 credit hours)

HUMN 9000 Dissertation

4.3 Clinical Social Work Specialization

The Ph.D. in Human Services Program offers a Clinical Social Work Specialization. More information on this specialization appears in the *University Catalog*.

Students applying to this specialization must first complete core KAMs I, II, III, and IV from the general program. Students then submit a completed *Intent to Declare a Specialization in Human Services* form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the program director. The program director reviews the form, renders a decision, and notifies the student within 10 business days. Students who meet the criteria for admission to the specialization as stated in the *University Catalog* and posted on the program's Web site will be approved for admission to the specialization. Upon admission to the specialization, students may proceed with the advanced KAMs, integrating content appropriate to the specialization into the depth and application sections. The dissertation must also reflect the specialization.

Students admitted to the Clinical Social Work Specialization complete the following curriculum components:

Core KAMs I, II, III, and IV as described under the General Program (56 credit hours)

Advanced KAM V: Advanced Theory and Practice in Human Services (14 total credit hours)

HUMN 8517 Theories and Models of Human Behavior for Professional Practice: Clinical Social Work (5 cr.)

HUMN 8527 Contextual Evaluation of Contemporary Theories and Models in Human Services:

Clinical Social Work (5 cr.)

HUMN 8537 Integrating Theory and Practice in Human Services: Clinical Social Work (4 cr.)

Advanced KAM VI: Intervention Strategies in Human Services (14 total credit hours)

HUMN 8617 Advanced Theories of Intervention in Human Services: Clinical Social Work (5 cr.)

HUMN 8627 Human Services Delivery Systems and Ethical Considerations: Clinical Social Work (5 cr.)

HUMN 8637 Integrating Intervention Strategies and Ethical Practice: Clinical Social Work (4 cr.)

Advanced KAM VII: Advanced Case Study in Human Services (14 total credit hours)

HUMN 8717 Theories of Case Study Research and Applied Change in Human Services: Clinical Social Work (5 cr.)
HUMN 8727 Relating Case Studies to Applied Change in Human Services: Clinical Social Work (5 cr.)
HUMN 8737 A Case Study of Applied Change in Human Services: Clinical Social Work (4 cr.)

Dissertation (30 credit hours)
HUMN 9000 Dissertation

4.4 Counseling Specialization

The Ph.D. in Human Services Program offers a Counseling Specialization. More information on this specialization appears in the *University Catalog*.

Students applying to this specialization must first complete core KAMs I, II, III, and IV from the general program. Students then submit a completed *Intent to Declare a Specialization in Human Services* form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the program director. The program director reviews the form, renders a decision, and notifies the student within 10 business days. Students who meet the criteria for admission to the specialization as stated in the *University Catalog* and posted on the program's Web site will be approved for admission to the specialization. Upon admission to the specialization, students may proceed with the advanced KAMs, integrating content appropriate to the specialization into the depth and application sections. The dissertation must also reflect the specialization.

Students admitted to the Counseling Specialization complete the following curriculum components:

Core KAMs I, II, III, and IV as described under the General Program (56 credit hours)

Advanced KAM V: Advanced Theory and Practice in Human Services (14 total credit hours)

HUMN 8515 Theories and Models of Human Behavior for Professional Practice: Counseling (5 cr.)

HUMN 8525 Contextual Evaluation of Contemporary Theories and Models in Human Services: Counseling (5 cr.)

HUMN 8535 Integrating Theory and Practice in Human Services: Counseling (4 cr.)

Advanced KAM VI: Intervention Strategies in Human Services (14 total credit hours)

HUMN 8615 Advanced Theories of Intervention in Human Services: Counseling (5 cr.)

HUMN 8625 Human Services Delivery Systems and Ethical Considerations: Counseling (5 cr.)

HUMN 8635 Integrating Intervention Strategies and Ethical Practice: Counseling (4 cr.)

Advanced KAM VII: Advanced Case Study in Human Services (14 total credit hours)

HUMN 8715 Theories of Case Study Research and Applied Change in Human Services:
Counseling (5 cr.)

HUMN 8725 Relating Case Studies to Applied Change in Human Services: Counseling (5
cr.)

HUMN 8735 A Case Study of Applied Change in Human Services: Counseling (4 cr.)

Dissertation (30 credit hours)

HUMN 9000 Dissertation

4.5 Criminal Justice Specialization

The Ph.D. in Human Services Program offers a Criminal Justice Specialization. More information on this specialization appears in the *University Catalog*.

Students applying to this specialization must first complete core KAMs I, II, III, and IV from the general program. Students then submit a completed *Intent to Declare a Specialization in Human Services* form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the program director. The program director reviews the form, renders a decision, and notifies the student within 10 business days. Students who meet the criteria for admission to the specialization as stated in the *University Catalog* and posted on the program's Web site will be approved for admission to the specialization. Upon admission to the specialization, students may proceed with the advanced KAMs, integrating content appropriate to the specialization into the depth and application sections. The dissertation must also reflect the specialization.

Students admitted to the Criminal Justice Specialization complete the following curriculum components:

Core KAMs I, II, III, and IV as described under the General Program (56 credit hours)

Advanced KAM V: Advanced Theory and Practice in Human Services (14 total credit hours)

HUMN 8512 Theories and Models of Human Behavior for Professional Practice: Criminal
Justice (5 cr.)

HUMN 8522 Contextual Evaluation of Contemporary Theories and Models in Human
Services: Criminal Justice (5 cr.)

HUMN 8532 Integrating Theory and Practice in Human Services: Criminal Justice (4 cr.)

Advanced KAM VI: Intervention Strategies in Human Services (14 total credit hours)

HUMN 8612 Advanced Theories of Intervention in Human Services: Criminal Justice (5
cr.)

HUMN 8622 Human Services Delivery Systems and Ethical Considerations: Criminal
Justice (5 cr.)

HUMN 8632 Integrating Intervention Strategies and Ethical Practice: Criminal Justice (4
cr.)

Advanced KAM VII: Advanced Case Study in Human Services (14 total credit hours)

HUMN 8712 Theories of Case Study Research and Applied Change in Human Services:
Criminal Justice (5 cr.)

HUMN 8722 Relating Case Studies to Applied Change in Human Services: Criminal Justice
(5 cr.)

HUMN 8732 A Case Study of Applied Change in Human Services: Criminal Justice (4 cr.)

Dissertation (30 credit hours)

HUMN 9000 Dissertation

4.6 Human Services Administration Specialization

The Ph.D. in Human Services Program offers a Human Services Administration Specialization. More information on this specialization appears in the *University Catalog*.

Students applying to this specialization must first complete core KAMs I, II, III, and IV from the general program. Students then submit a completed *Intent to Declare a Specialization in Human Services* form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the program director. The program director reviews the form, renders a decision, and notifies the student within 10 business days. Students who meet the criteria for admission to the specialization as stated in the *University Catalog* and posted on the program's Web site will be approved for admission to the specialization. Upon admission to the specialization, students may proceed with the advanced KAMs, integrating content appropriate to the specialization into the depth and application sections. The dissertation must also reflect the specialization.

Students admitted to the Human Services Administration Specialization complete the following curriculum components:

Core KAMs I, II, III, and IV as described under the General Program (56 credit hours)

Advanced KAM V: Advanced Theory and Practice in Human Services (14 total credit hours)

HUMN 8514 Theories and Models of Human Behavior for Professional Practice: Human Services Administration (5 cr.)

HUMN 8524 Contextual Evaluation of Contemporary Theories and Models in Human Services: Human Services Administration (5 cr.)

HUMN 8534 Integrating Theory and Practice in Human Services: Human Services Administration (4 cr.)

Advanced KAM VI: Intervention Strategies in Human Services (14 total credit hours)

HUMN 8614 Advanced Theories of Intervention in Human Services: Human Services Administration (5 cr.)

HUMN 8624 Human Services Delivery Systems and Ethical Considerations: Human Services Administration (5 cr.)

HUMN 8634 Integrating Intervention Strategies and Ethical Practice: Human Services Administration (4 cr.)

Advanced KAM VII: Advanced Case Study in Human Services (14 total credit hours)

HUMN 8714 Theories of Case Study Research and Applied Change in Human Services: Human Services Administration (5 cr.)

HUMN 8724 Relating Case Studies to Applied Change in Human Services: Human Services Administration (5 cr.)

HUMN 8734 A Case Study of Applied Change in Human Services: Human Services Administration (4 cr.)

Dissertation (30 credit hours)

HUMN 9000 Dissertation

4.7 Social Policy Analysis and Planning Specialization

The Ph.D. in Human Services Program offers a Social Policy Analysis and Planning Specialization. More information on this specialization appears in the *University Catalog*.

Students applying to this specialization must first complete core KAMs I, II, III, and IV from the general program. Students then submit a completed *Intent to Declare a Specialization in Human Services* form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the program director. The program director reviews the form, renders a decision, and notifies the student within 10 business days. Students who meet the criteria for admission to the specialization as stated in the *University Catalog* and posted on the program's Web site will be approved for admission to the specialization. Upon admission to the specialization, students may proceed with the advanced KAMs, integrating content appropriate to the specialization into the depth and application sections. The dissertation must also reflect the specialization.

Students admitted to the Social Policy Analysis and Planning Specialization complete the following curriculum components:

Core KAMs I, II, III, and IV as described under the General Program (56 credit hours)

Advanced KAM V: Advanced Theory and Practice in Human Services (14 total credit hours)

HUMN 8516 Theories and Models of Human Behavior for Professional Practice: Social Policy Analysis and Planning (5 cr.)

HUMN 8526 Contextual Evaluation of Contemporary Theories and Models in Human Services: Social Policy Analysis and Planning (5 cr.)

HUMN 8536 Integrating Theory and Practice in Human Services: Social Policy Analysis and Planning (4 cr.)

Advanced KAM VI: Intervention Strategies in Human Services (14 total credit hours)

HUMN 8616 Advanced Theories of Intervention in Human Services: Social Policy Analysis and Planning (5 cr.)

HUMN 8626 Human Services Delivery Systems and Ethical Considerations: Social Policy Analysis and Planning (5 cr.)

HUMN 8636 Integrating Intervention Strategies and Ethical Practice: Social Policy Analysis and Planning (4 cr.)

Advanced KAM VII: Advanced Case Study in Human Services (14 total credit hours)

HUMN 8716 Theories of Case Study Research and Applied Change in Human Services: Social Policy Analysis and Planning (5 cr.)

HUMN 8726 Relating Case Studies to Applied Change in Human Services: Social Policy Analysis and Planning (5 cr.)

HUMN 8736 A Case Study of Applied Change in Human Services: Social Policy Analysis and Planning (4 cr.)

Dissertation (30 credit hours)

HUMN 9000 Dissertation

4.8 Self-designed Specialization

Students in the Ph.D. in Human Services Program have the option to self-design a specialization. A self-designed specialization *must* fit within the existing KAM curriculum structure of the general program. A self-designed specialization must be developed in consultation with program faculty and approved by the program director.

Declaring and Completing a Self-designed Specialization

Students wishing to pursue a program of study that reflects a self-designed specialization in human services must first complete core KAMs I, II, III, and IV from the general program. Students then submit a completed *Intent to Declare a Specialization in Human Services* form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the program director. The program director reviews the form, renders a decision, and notifies the student within 10 business days. Upon notification from the program director that the self-designed specialization is acceptable, the student may proceed with the advanced KAMs, integrating content appropriate to the specialization into the depth and application sections. The dissertation must also reflect the specialization. Academic work that does not adequately support the declared specialization will be returned to the student for revision.



Helpful Tip

Self-designed Specializations

Human services students pursuing a self-designed specialization must attach a copy of the approved *Intent to Declare a Specialization in Human Services* form to all Learning Agreements, KAMs, the proposal, and the dissertation.

4.9 Transfer of Credit

With the approval of the program director, students pursuing the Ph.D. in Human Services may apply for a transfer of up to 14 quarter credits of previous graduate work related to the

revised KAM IV components.

The Professional Development Plan and Program of Study

Walden University requires doctoral students to write a Professional Development Plan (PDP) at the outset of their studies. The plan includes a formal *Program of Study*. The following sections detail the policies and procedures related to the Professional Development Plan and *Program of Study*.

5.1 Purpose of the Professional Development Plan

Students conceptualize a personalized blueprint for approaching their Walden doctoral studies and present it in a written Professional Development Plan. Writing the plan allows students the opportunity to:

- reflect on their personal history, professional accomplishments, and future aspirations;
- initiate a discussion with Walden faculty about graduate study in general and the Walden program in particular;
- articulate academic interests and set goals for their Walden educational experience;
- identify themes for each KAM that support those interests and goals; and
- establish a personalized time line for meeting degree requirements (i.e., the *Program of Study* form).

Students develop the Professional Development Plan in close consultation with their first-year advisor, who will review and approve the final document. (The *Program of Study* is ultimately approved by the vice president for academic affairs.) Students are urged to review their Professional Development Plan with their faculty mentor on an annual basis to assess their progress and growth.

Students learn more about the Professional Development Plan at the New Student Orientation Residency and are expected to bring with them, at the very least, a draft copy of the plan.

5.2 Content and Structure of the Professional Development Plan

Although Walden provides a general outline for the content and structure of the Professional Development Plan, students are encouraged to write a plan that reflects their individual experience, achievements, and goals. Students write the plan in the first person and include their thoughts on how the plan relates to their chosen field of study.

The Professional Development Plan consists of three parts: a description of personal and professional goals, a description of educational background and research proficiency, and a formal *Program of Study*.

Part 1: Description of Personal and Professional Goals

In this section, students write a brief personal introduction, state their personal and professional goals, and articulate how these goals intersect with their academic interests and selected field of study. Students reflect upon the mission of the University, “To prepare and inspire scholar-practitioners to be leaders in making positive social change in their areas of influence,” and discuss the changes they would like to see in their career and personal life as a result of advanced learning and the attainment of a doctoral degree.

Part 2: Description of Educational Background and Research Proficiency

When developing this section, students reflect on the formal and informal learning experiences that compose their educational background and discuss how these experiences support the direction of study established in part one. Walden encourages students to include individual knowledge, skills, and accomplishments. Students explain the academic and research proficiencies they bring to the program and identify areas to improve while a Walden student. Students are expected to evaluate honestly their readiness to engage in dissertation research.

Categories for students to consider when writing this section include:

- academic course work in the social and behavioral sciences
- academic course work in other fields
- professional presentations, seminars, and workshops
- volunteer activities
- prior experience designing and executing research
- publications and other writing experiences
- teaching assignments
- professional training
- academic strengths and weaknesses
- research skills or weaknesses
- availability of library, reference, and information technology resources

Students should be clear about plans for preparing themselves for doctoral study, particularly if gaps in their background exist.

Part 3: Program of Study Form

The *Program of Study* is a formal document signed by the student, the first-year advisor or faculty mentor, the program director, and the vice president for academic affairs. In consultation with their first-year advisor, students use this exercise to create an individualized plan for completing all degree requirements within a specific time frame. The *Program of Study* form is available on the University Web site.

Walden suggests that students approach the task of program planning by grouping degree requirements into stages of progress. Students are encouraged to target a completion date and work backward, identifying specific milestones of academic progress and time frames for their completion.

In developing a time line, students must account for review, revision, and approval of academic work. For most students, academic work is *not* approved with the first draft. Students should familiarize themselves with the approval processes for academic work, in particular those for Learning Agreements and KAMs, and incorporate flexibility in their time line.

Students use the *Program of Study* to gauge their progress toward degree completion. Revisions to the *Program of Study* require the approval of the program director and the vice president for academic affairs.



Helpful Tip Making Doctoral Study a Priority

Students should consider the personal and professional adjustments necessary to make doctoral study a priority. Balancing personal, professional, and civic responsibilities with doctoral studies is often one of the biggest hurdles students encounter. It is important for students to make a conscious decision to commit to their studies by identifying time to devote to Walden work. This often involves having conversations with significant others and family members about the need to dedicate time and energy to doctoral studies and the potential lifestyle changes that could result.

5.3 Professional Development Plan Approval Process

Students submit the complete Professional Development Plan to their first-year advisor *electronically*. Should the plan require revision, the first-year advisor returns the plan to the student with comments and feedback. When satisfied the plan meets the University's expectations, the first-year advisor requests a paper copy of the entire plan (including the *Program of Study* form) and indicates approval with a signature before forwarding the document to the appropriate program director for review. The program director may return the plan to the student and first-year advisor for revisions or approve it. Following approval by the program director, the Professional Development Plan is ratified, and the student receives a copy of the evaluation form.

Criteria for Professional Development Plan Approval

A Professional Development Plan will be considered for approval when all of the following criteria have been met:

- The Professional Development Plan is well written and follows APA format. (One exception to APA format is allowed: the use of the first person.)
- The content of the Professional Development Plan corresponds to the curriculum requirements of the University, the selected doctoral program, and to the student's specialization (if applicable).

- The content corresponds to the student's educational background and goals.
- The student has gained access to the necessary resources and exhibits the traits of an independent learner.
- The *Program of Study* form is complete and carries the required signatures.

The Learning Agreement

Students write a Learning Agreement (LA) for KAMs I, II, III and V, VI, VII. The Learning Agreement serves as a blueprint for the KAM, describes the student's academic intentions, and acts as a contract between the student and the KAM assessor(s). Students use the Learning Agreement to set specific learning objectives to be accomplished for the corresponding KAM. The following sections detail the policies and procedures related to the Learning Agreement.

6.1 Basic Components of a Learning Agreement

- I. Cover Page (KAM title, student's name and program, assessor's name, name of first-year advisor or faculty mentor, date of submission to the assessor)
- II. Overall purpose(s) of the KAM
- III. Outline of the **breadth** component (one to two pages)
 - A. Objectives for the breadth demonstration
 - B. List of reference materials and learning activities
 - C. Description of how mastery will be demonstrated
- IV. Outline of the **depth** component (one to two pages)
 - A. Objectives for the depth demonstration
 - B. List of reference materials and learning activities
 - C. Description of how mastery will be demonstrated
- V. Outline of the **application** component (one to two pages)
 - A. Objectives for the application demonstration
 - B. List of reference materials and learning activities
 - C. Description of how mastery will be demonstrated

6.2 Assessors

Members of the faculty serve as assessors for students' KAM demonstrations. Because the Learning Agreement acts as a contract between the student and assessor(s), faculty assessors review and evaluate the proposed research and learning objectives outlined in the Learning Agreement and provide students with appropriate guidance before they begin the research.

First Assessor

For the initial KAM, the first-year advisor serves as first assessor. Students may choose KAM I, II, or III as the initial KAM. For subsequent KAMs, students choose the first assessor. When choosing subsequent assessors, students may wish to consult their first-year advisor or faculty mentor, check the faculty profiles in the *University Catalog*, and

consider faculty they have met at residencies. These activities will assist students in choosing assessors appropriate for the particular KAM and topic.

Second Assessor

For students who enrolled after September 1, 1999, a second assessor is required for the initial KAM. For students who enrolled before September 1, 1999, a second assessor is required for the initial KAM, KAM IV, and KAM VII.

The program director assigns a second assessor upon request from the first-year advisor or faculty mentor. The program director considers the student's program, specialization, the specific KAM, and the qualifications and expertise of available faculty members when making this assignment.

Assessor Policies

The following policies apply to assessor selection and assignment:

- For students who enrolled after September 1, 1999, the student's faculty mentor may assess no more than three of the student's Learning Agreements.
- For students who enrolled before September 1, 1999, the student's faculty mentor may assess no more than four of the student's Learning Agreements.
- Students are required to work with a minimum of three different first assessors.
- The Learning Agreements for the advanced KAMs V, VI, and VII require assessors affiliated with the student's academic program. Should a student wish to work with a faculty member from another program, the student must gain approval from both program directors.

6.3 Learning Agreement Approval Process

Walden advises students to review the Learning Agreement approval process carefully. Students who are attentive to these procedures will minimize the chance of encountering delays in the approval process.

Submitting the Learning Agreement

Students submit the Learning Agreement, *KAM Learning Agreement Form*, and a copy of an approved specialization form (if applicable) to the first assessor. Walden strongly encourages students to submit Learning Agreements electronically in order to expedite the approval process. Assessors acknowledge receipt electronically by next working day.

Evaluation by the Assessor(s)

Upon receipt of all materials, the first assessor is allowed a maximum of 10 business days (not including mailing time) to evaluate the Learning Agreement. If the first assessor determines changes are necessary, the assessor returns the document to the student for revision. If the first assessor approves the Learning Agreement as submitted, the assessor forwards the material to the Office of Student Records or the second assessor as appropriate.

Upon receipt of all materials, the second assessor is allowed a maximum of 10 business days (not including mailing time) to evaluate the Learning Agreement. If the second assessor determines changes are necessary, the assessor returns the document to the student for revision. If the second assessor approves the Learning Agreement as submitted, the assessor forwards the material to the Office of Student Records.

Evaluation by the Program Director

Upon receipt of the Learning Agreement, the Office of Student Records documents the assessor approval dates and the receipt date before forwarding the document to the appropriate program director. The program director may elect to evaluate the Learning Agreement within five working days. If the program director determines changes are necessary, the program director returns the document to the student for revision and informs the assessor(s) of the decision. The student, in cooperation with assessor(s), makes the appropriate revisions and resubmits the Learning Agreement for evaluation and approval.

Notification

The Office of Student Records documents the final ratification of Learning Agreements and notifies students within five working days.

Learning Agreement Approval Process Policies

The following policies apply to the Learning Agreement approval process:

- Students may develop Learning Agreements for KAMs I, II, and III in any order.
- A *KAM Learning Agreement Form* and a copy of the approved specialization form (if applicable) must accompany each Learning Agreement.
- The protocol for final Learning Agreement ratification is determined by the academic program directors.
- Students may not have more than two Learning Agreements outstanding at any one time. The Office of Student Records will return extra Learning Agreements to the student until a KAM is completed for one of the Learning Agreements on file.



Helpful Tips

Learning Agreement Processing

- Students should *always* keep copies of every Learning Agreement, evaluation form, and approval notification.
- Students are responsible for tracking their work. Walden recommends that students keep a log of dates and correspondence associated with each Learning Agreement.
- Walden reminds students that each assessor is allotted up to 10 business days to review a Learning Agreement. When using postal mail, students should allow for mailing time.
- Students should wait for confirmation of Learning Agreement ratification from the Office of Student Records before beginning work on the KAM.

6.4 Learning Agreement Checklist

Students may find the following checklist helpful when preparing Learning Agreements.

Learning Agreement Preliminaries	
	<p>Learning Agreement Form A completed learning agreement form has been enclosed. For advanced KAMs, the faculty assessor is in the student's program.</p>
	<p>Plan of Study Form An approved Plan of Study form has been enclosed.</p>
	<p>Title Page There is a title page that contains the KAM number and title; university name; student's name, program, and specialization/concentration (if any); assessor's name; faculty mentor's name; submission date of LA; and targeted completion date for KAM.</p>
	<p>Overall Purposes The overall purposes of the KAM are delineated and summarize the objectives listed for each of the KAM components (breadth, depth, application).</p>
Breadth (Focus: acquisition and integration of theory-based knowledge)	
	<p>Breadth Preliminaries The breadth component is identified along with its prefix, number, and title.</p>
	<p>Breadth Objectives Objectives are consistent with breadth's intended focus, including the acquisition and integration of theory-based knowledge,</p>
	<p>each begins with an action verb that reflects higher-order critical thinking (e.g., analyze, compare, contrast, synthesize, integrate, evaluate),</p>
	<p>are learning outcome focused (versus learning process focused),</p>
	<p>represent doctoral-level work,</p>
	<p>are clear and reflect the individual learner's aims,</p>
	<p>reflect a broad perspective (versus being limited to a narrow aspect of the field or to the student's profession).</p>
	<p>Breadth Reference Material References are listed in alphabetical order, and in a consistent and standard bibliographic format,</p>
	<p>are relevant to the previously stated objectives and to the focus of the breadth component,</p>
	<p>reflect the minimum number of readings recommended in the curriculum guide,</p>
	<p>are timely/currently relevant,</p>

	are scholarly/professional, doctoral-level, primary sources.
	Breadth Demonstration (paper) The demonstration is consistent with the previously stated objectives and the focus of the breadth component,
	explicitly declares that the student will use higher-order critical thinking skills (e.g., analyze, compare, contrast, synthesize, integrate, evaluate),
	is specific,
	is explicit with respect to length (approximately 30 pages of narrative),
	can be accomplished (in part) with the identified reference material,
	is equivalent to the work expected of a participant in a doctoral seminar.
Depth (Focus: acquisition and integration of research-based knowledge)	
	Depth Preliminaries The depth component is identified along with its prefix, number, and title.
	Depth Objectives Objectives are consistent with depth's intended focus, including the acquisition and integration of research-based knowledge,
	each begins with an action verb that reflects higher-order critical thinking (e.g., analyze, compare, contrast, synthesize, integrate, evaluate),
	are learning outcome focused (versus learning process focused),
	represent doctoral-level work,
	are clear and reflect the individual learner's aims,
	focus on a specific concept or issue, from the breadth, within the context of the student's profession.
	Depth Reference Material References are listed in alphabetical order, and in a consistent and standard bibliographic format,
	are relevant to the previously stated objectives and to the focus of the depth component,
	reflect the minimum number of readings recommended in the curriculum guide,
	are timely/currently relevant,
	are scholarly/professional, doctoral-level, primary sources,
	are not duplicated in the breadth section.
	Depth Demonstration (paper) The demonstration is consistent with the previously stated objectives and the focus of the depth component,

	explicitly declares that the student will use higher-order critical thinking skills (e.g., analyze, compare, contrast, synthesize, integrate, evaluate),
	is specific (including specifying focus/topic/issue),
	is explicit with respect to length,
	can be accomplished (in part) with the identified reference material,
	is equivalent to the work expected of a participant in a doctoral seminar,
	is two-fold: <u>Annotated Bibliography</u> (with a specific title/focus) Demonstration will include a minimum of 15 diverse journal sources from the last three years. In addition to the bibliographic information, each annotation will include a critical analysis.
	<u>Paper</u> (30 pages average) Will relate to the annotated bibliography and breadth. With respect to the latter, the point is to relate a broad interdisciplinary theory base to the conceptual base of the student's profession.
Application (Focus: practical application of theory- and research-based knowledge to the profession)	
	Application Preliminaries The application component is identified along with its prefix, number, and title.
	Application Objectives Objectives are consistent with the component's intended focus, including the practical application of theory- and research-based knowledge to the profession,
	each begins with an action verb that reflects higher-order critical thinking (e.g., analyze, compare, contrast, synthesize, integrate, evaluate),
	are learning outcome focused (versus learning process focused),
	represent doctoral-level work,
	are clear and reflect the individual learner's aims,
	focus on the practical application of one or more theories, concepts, or issues from the breadth and depth components to a real-world situation relating to the student's profession.
	Application Reference Material References are listed in alphabetical order, and in a consistent and standard bibliographic format,
	are relevant to the previously stated objectives and to the focus of the application component,
	reflect the minimum number of readings recommended in the curriculum guide,
	are timely/currently relevant,
	are scholarly/professional, doctoral-level, primary sources,

	are not duplicated in either the breadth or depth components.
	Application Demonstration The demonstration is consistent with the previously stated objectives and the focus of the application component.
	explicitly declares that the student will use higher-order critical thinking skills (e.g., analyze, compare, contrast, synthesize, integrate, evaluate),
	is specific with respect to focus / topic / issue, activity, format, and length (If in paper format, must contain a narrative, the average length of which is 30 pages. Other formats must still be accompanied by a minimum of a 10-page narrative; also, if formally “enacted,” demonstration will include a transcript and videotape),
	can be accomplished (in part) with the identified reference material,
	is equivalent to the work expected of a participant in a doctoral seminar.
Overall	
	The LA has a scholarly and professional appearance,
	is free from grammatical, punctuation, and spelling errors,
	follows standard pagination and outlining procedures,
	results in an organic whole in that the KAM components are related to one another.

The Knowledge Area Module (KAM)

The Knowledge Area Module, or “KAM,” serves as the curricular basis for the Applied Management and Decision Sciences Program, Education Program, Health Services Program, and Human Services Program. Each KAM requires mastery of broad conceptual and historical knowledge of the subject area, in-depth, research-based understanding and analysis of related theoretical and practical issues, and the application of integrated knowledge to problems of professional significance.

The following sections detail the policies and procedures related to KAMs I, II, III and V, VI, VII. KAM IV is unique and differs from the standard KAM model. Details on KAM IV appear in Part 1, Chapter 8: *KAM IV: Principles of Social and Behavioral Science Research*.

7.1 Purpose of the Knowledge Area Module

The KAM model is based on a self-directed learning process that includes research, writing, learning activities, and interaction with other students and faculty members. This process allows students to develop an advanced level of knowledge and understanding in their chosen field of study. Walden requires students to produce a learning demonstration for each KAM as evidence of competency and academic achievement equivalent to 14 total credit hours.

7.2 Developing the Knowledge Area Module

Each KAM requires students to demonstrate research and analytical competence in the breadth, depth, and application of knowledge pertinent to each module. These components, while unique, should also be clearly interconnected. Theories and concepts discussed in the breadth component should be linked to a more specific research explication of one concept or issue in the depth component. The application component requires students to apply the theories and research that have emerged from the breadth and depth components to a real world situation.

Breadth

The breadth component requires students to become familiar with the broad theoretical and conceptual underpinnings of the knowledge area. This section of the KAM demonstration should provide an overview of major theories, theorists, schools of thought, paradigms, etc. related to the KAM topic. This section is intended to be broad and is not specific to a profession.

Depth

The depth component requires students to demonstrate a thorough research-based understanding of a particular theory, individual, issue, or movement related to the KAM topic. The depth section builds on the information presented in the breadth section. In the

depth section, students demonstrate their ability to present a detailed examination and analysis of current research related to the broad interdisciplinary theory base.

Application

The application component requires students to demonstrate their ability to apply the theory and research of a knowledge area to a particular problem in their profession or field of study. Walden expects the application to relate to the concepts and ideas studied in the breadth and depth sections. The application may take the form of a scholarly paper, technical report, slides of a colloquium presentation, etc.

Doctoral Level Work

The University expects doctoral students to compare, contrast, analyze, evaluate, synthesize, and integrate rather than simply report information. Through written work, students engage their critical thinking skills, present a complete discussion and scholarly treatment of a subject, and demonstrate their ability to apply theory and research to real world problems.

7.3 KAM Assessors

Members of the faculty serve as assessors for student KAM demonstrations. In this role, faculty review and evaluate the KAM, confirming that it meets the objectives outlined in the corresponding Learning Agreement and is doctoral-level work. Students select the assessor(s) when writing the Learning Agreement. (See Part 1, Chapter 6: *The Learning Agreement*.)

7.4 KAM Approval Process

Walden advises students to review the KAM approval process carefully. Students who are attentive to these procedures will minimize the chance of encountering delays in the approval process.

Prerequisites

Prior to the submission of any KAM demonstration, students must have an approved Learning Agreement on file in the Office of Student Records. Students are responsible for ensuring their Learning Agreement has been approved prior to developing the KAM. KAM demonstrations submitted without an approved Learning Agreement on file will be returned to the student.

Submitting the KAM Demonstration

Students submit the KAM demonstration, the KAM self-evaluation form, a copy of the approved Learning Agreement and form, and a copy of the approved specialization form (if applicable) to the first assessor. These materials should be bound by a rubber band or clip *only* (no staples or binding).

Evaluation by the Assessor(s)

Upon receipt of all materials, the first assessor is allowed a maximum of 10 business days (not including mailing time) to evaluate the KAM demonstration. If the first assessor

determines changes are necessary, the assessor returns the document to the student for revision. If the first assessor approves the KAM demonstration as submitted, the assessor forwards the material along with an evaluation form to the Office of Student Records or the second assessor as appropriate.

Upon receipt of all materials, the second assessor is allowed a maximum of 10 business days (not including mailing time) to evaluate the KAM demonstration. If the second assessor determines changes are necessary, the assessor returns the document to the student for revision. If the second assessor approves the KAM demonstration as submitted, the assessor forwards the material along with an evaluation form to the Office of Student Records.

Evaluation by the Program Director

Upon receipt of the KAM demonstration, the Office of Student Records documents the assessor approval dates and the receipt date before forwarding the document to the appropriate program director. The program director may elect to evaluate the KAM demonstration within five working days. If the program director determines changes are necessary, the program director returns the document to the student for revision and informs the assessor(s) of the decision. The student, in cooperation with the assessor(s), makes the appropriate revisions and resubmits the KAM demonstration for evaluation and approval.

Notification

The Office of Student Records documents the final ratification of KAM demonstrations and notifies students within five working days.

KAM Approval Process Policies

The following policies apply to the KAM approval process:

- Students may develop KAMs I, II, and III in any order.
- Walden recommends that students complete all core KAMs prior to beginning work on the advanced or specialized KAMs.
- A student self-evaluation form, a copy of the approved Learning Agreement and form, and a copy of the approved specialization form (if applicable) must accompany each KAM.
- The protocol for final KAM ratification is determined by the academic program directors.



Helpful Tips KAM Processing

- Students should *always* keep copies of every KAM, evaluation form, and approval notification.
- Students are responsible for tracking their work. Walden recommends students keep a log of dates and correspondence associated with each KAM.
- Students should not pay the unnecessary cost of binding a KAM since they are unbound for review and filing. Student should bind the document with a rubber band or clip only.
- Walden reminds students that each assessor is allotted up to 10 business days to review a KAM. This does not include mailing time. Because of this and the time necessary for revisions, the KAM approval process may take five to six weeks.

7.5 Award of Credit for KAMs

Upon final approval and ratification of a KAM, the registrar awards the student 14 credit hours and indicates a grade of “S” (Satisfactory) on the student’s academic record. A grade of “S” (Satisfactory) is equivalent of a letter grade of “B” or better. With the exception of the revised KAM IV, the University does not allow students to earn partial credit for the completion of individual KAM components. The University cannot convert a grade of “S” (Satisfactory) to a letter grade.

7.6 KAM Checklist

Students may find the following KAM checklist helpful when preparing KAM demonstrations.

KAM Preliminaries	
	<p>Evaluation</p> <p>The student and assessor(s) each have included an evaluation form with an attached sheet that explains the ratings. For the assessor(s), there are two copies of the supporting sheet.</p>
	<p>Learning Agreement and Form</p> <p>A copy of the approved learning agreement and learning agreement form has been enclosed.</p>

	<p>Program of Study Form A copy of the approved <i>Program of Study</i> form has been enclosed (if applicable).</p>
	<p>Title Page There is a title page for the entire KAM that contains the KAM number and title; university name; student's name, program, and specialization/concentration (if any); assessor's name; second assessor's name (for initial, fourth, and seventh KAM); faculty mentor's name; and date (month, year).</p>
	<p>Abstracts Following the title page for the entire KAM, there is an abstract for each of the three KAM components (breadth, depth, application), the average length of which is 50 words. Each abstract is on a separate page and is identified by the KAM number and title; KAM component, its prefix, number, and title. Each abstract accurately and succinctly summarizes the student's work.</p>
<p>Breadth (Focus: acquisition and integration of theory-based knowledge)</p>	
<p>Breadth Preliminaries</p>	
	<p>Title Page There is a title page that contains the KAM number and title; KAM component, its prefix, number, and title.</p>
	<p>Table of Contents There is a table of contents with headings (that are also found in the narrative / body of the paper) and pagination.</p>
<p>Breadth Narrative/Body of the Paper (30 pages average)</p>	
	<p>Introduction/Beginning <u>Grasp of the Domain of Knowledge</u> The student has defined the field and outlined its boundaries. The range of phenomena under study (for example, its limits, scope, and major component parts) has been delineated.</p>
	<p><u>Coherent Overview of the Field</u> The student has presented evidence of having an organized sense of the way the elements of the field relate to one another. This organized sense shows a broad perspective.</p>
	<p>Middle <u>Familiarity with the Field</u> The student knows who the major authors in the field are, and what the major concepts or positions or issues are. The perspective is wide (versus being limited to a narrow aspect of the field or to the student's profession).</p>
	<p><u>Ability to Use and Integrate Terminology</u> The student knows the terminology of the subject and has used it appropriately. The student expressed, rather than parroted, terminology.</p>
	<p>Ending/Summary/Conclusion There is a smooth and coherent transitional section that explains the rationale for the next component (depth) and its connection to the breadth.</p>

	<p>General</p> <p><u>Organization and Coherency / Integration</u> The paper is logically and comprehensively organized with bridges established between ideas. There are basic divisions / sections within the paper with headings used to identify the logic and movement / presentation of ideas. The various divisions of the paper are well-balanced. The different headings are clear and helpful.</p> <p>The various elements within a section clearly relate to each other and to the title of the section. The paragraphs under each section fully develop the theme as expressed in the section's title / heading. Paragraphs are each initiated by a topic sentence that summarizes or introduces them. Individual sentences are constructed and arranged according to elementary principles of composition.</p>
	<p><u>Citations</u> The consistent use of a standard format is evident. Citations exist for the following: direct quotations, paraphrasing, facts, and references to research studies. There is no over-reliance on limited sources. The source citations are found in the reference list.</p>
	<p><u>Quality of Discussion</u> Sources are accurately interpreted. Quoted / paraphrased material is discussed, rather than merely reproduced. Important points are developed, rather than merely asserted.</p>
	<p><u>Originality</u> The author brought his / her own powers of organization and concentration. There is evidence of critical / scholarly thinking.</p>
	<p><u>Clarity of Thought and Expression</u> The author's meaning is always clear. The sentences are well-formulated, words well-chosen, statements free of contradiction. The author uses gender-inclusive language.</p>
	<p><u>Form</u> The paper follows a standard form, and has a professional and scholarly appearance. Standard outlining procedures and pagination are observed. The paper is free from grammatical, punctuation, and spelling errors.</p>
	<p><u>Use of Higher-Order Cognitive Skills</u> The paper presents examples of higher-level critical thinking skills (e.g., compare and contrast, evaluate, synthesize, analyze / reflect, integrate). The work did not simply report information. In other words, the student did not merely describe or limit exclusively the discussion to a set of theorists / theories. Instead, the set of major theorists / theories provided a framework for an interactive, analytical treatment (versus a linear / book-report format).</p>
	<p><u>Doctoral-Level Work</u> The work is of scholarly effort equivalent to that of a doctoral seminar.</p>
	<p><u>Fidelity</u> The demonstration follows that which was proposed in the learning agreement. The content deals explicitly with the body of knowledge of the topic area of the KAM component.</p>

	<p>Reference List</p> <p>Only authors and works mentioned in the text are listed in the reference section. Knowledge and consistent use of a standard reference style is evident. Mostly recent (last three years) and diverse primary references (peer-reviewed / refereed journals) are listed. There are enough and appropriate references.</p>
<p>Depth (Focus: acquisition and integration of research-based knowledge)</p>	
<p>Depth Preliminaries</p>	
	<p>Title Page</p> <p>There is a title page that contains the KAM number and title; KAM component, its prefix, number, and title.</p>
	<p>Table of Contents</p> <p>There is a table of contents with headings (that are also found in the body of the depth component) and pagination. (Note: pagination begins anew with each KAM component.)</p>
<p>Annotated Bibliography</p>	
	<p>Title</p> <p>The annotated bibliography contains a title that unifies the various cited articles.</p>
	<p>Introductory/Beginning Paragraph</p> <p>There is an introductory / beginning paragraph that briefly explicates the common theme(s) and the tie-in among the articles.</p>
	<p>Annotations</p> <p>There are annotations for a minimum of 15 recent (last three years) articles from a variety of international, peer-reviewed / refereed, scholarly / professional journals (not magazines). For each citation, there is complete bibliographic information. There is a summary / synopsis that captures the essence of the article and a critical analysis / assessment in the student's own words.</p> <p>For each source citation there is a three-to-four-paragraph analysis. The critical analysis / assessment presents the merits of the article (citing strengths and weaknesses of both method and philosophy) along with an analysis of the article's major thesis. Also, there is a statement as to the contributions of the article to the topical focus of the annotated bibliography and depth component of the KAM.</p>
	<p>Ending/Summary/Conclusion Paragraph</p> <p>There is an ending/summary/conclusion paragraph that states what the article presentation and analysis contributed to the student's understanding of the topic as it pertains to the KAM.</p>
<p>Depth Paper (30 pages average)</p>	
	<p>Introduction/Beginning</p> <p>Addressed is the paper's focus and its relationship to the preceding annotated bibliography and the breadth component (the depth is to be a more specific explication of one concept or issue that was covered in the breadth and discussed within the context of the student's profession. The point is to relate a broad interdisciplinary theory base to the conceptual base of the profession).</p>

	<p>Middle</p> <p><u>Knowledge of Subject</u> There is a thorough knowledge of the particular dimensions of the field (theories, models, issues, ideas, concepts, situations, cases, etc.). The student has gone deeply into the subject. The student knows the subject thoroughly; that is, knows its scope and limits, its major components and authors. The student made clear the constituent parts of the subject. The student made explicit the way ideas relate to each other.</p>
	<p><u>Completeness</u> The student studied the subject fully and exhaustively. The student knows the nuances of the subject. Current profession-specific theories and theorists are included.</p>
	<p><u>Wholeness</u> The student presented the topic as a unit. The student clearly demonstrated a knowledge of the subject as a whole, in an integrative way.</p>
	<p><u>Methods of Research</u> The student has included the methods of research that were used to probe the subject.</p>
	<p><u>Value Questions</u> The student showed sensitivity to the ethical considerations and implications of the subject. (For example, a theory of privacy may be in conflict to systems theory on the basis that it is manipulative. The student considered such issues.)</p>
	<p><u>Relation to Change in the Student's Profession</u> The student has integrated the "change in the profession" aspects of the subject. The student has demonstrated the subject's connection to his / her profession.</p>
	<p>Ending/Summary/Conclusion Included is a smooth and coherent transitional section that explains the rationale for the next component (application) and its connection to the breadth and depth.</p>
	<p>General</p> <p><u>Organization and Coherency / Integration</u> The paper is logically and comprehensively organized with bridges established between ideas. There are basic divisions / sections within the paper with headings used to identify the logic and movement / presentation of ideas. The various divisions of the paper are well-balanced. The different headings are clear and helpful.</p> <p>The various elements within a section are clearly related to each other and to the title of the section. The paragraphs under each section fully develop the theme as expressed in the section's title / heading. Paragraphs are each initiated by a topic sentence that summarizes or introduces them. Individual sentences are constructed and arranged together according to elementary principles of composition.</p>
	<p><u>Citations</u> The consistent use of a standard format is evident. Citations exist for the following: direct quotations, paraphrasing, facts, and references to research studies. There is no over-reliance on limited sources. The source citations are found in the reference list.</p>
	<p><u>Quality of Discussion</u> Sources are accurately interpreted. Quoted / paraphrased material is discussed, rather than merely reproduced. Important points are developed, rather than merely asserted.</p>

	<p><u>Originality</u> The author brought his / her own powers of organization and concentration. There is evidence of critical / scholarly thinking.</p>
	<p><u>Clarity of Thought and Expression</u> The author's meaning is always clear. The sentences are well-formulated, words well-chosen, statements free of contradiction. The author uses gender-inclusive language.</p>
	<p><u>Form</u> The paper follows a standard form, and has a professional and scholarly appearance. Standard outlining procedures and pagination are observed. The paper is free from grammatical, punctuation, and spelling errors.</p>
	<p><u>Use of Higher-Order Cognitive Skills</u> The paper presents examples of higher-level critical thinking skills (e.g., compare and contrast, evaluate, synthesize, analyze / reflect, integrate). The work did not simply report information. In other words, the student did not merely describe or limit exclusively the discussion to a set of theorists / theories. Instead, the set of major theorists / theories provided a framework for an interactive, analytical treatment (versus a linear / book-report format).</p>
	<p><u>Doctoral-Level Work</u> The work is of scholarly effort equivalent to that of a doctoral seminar.</p>
	<p><u>Fidelity</u> The demonstration follows that which was proposed in the learning agreement. The content deals explicitly with the body of knowledge of the topic area of the KAM component.</p>
	<p>Reference List Only authors and works mentioned in the text are listed in the reference section. Knowledge and consistent use of a standard reference style is evident. Mostly recent (last three years) and diverse primary references (peer-reviewed / refereed journals) are listed. There are enough and appropriate references.</p>
<p>Application (Focus: practical application of theory- and research-based knowledge to the profession)</p>	
<p>Application Preliminaries</p>	
	<p>Title Page There is a title page that contains the KAM number and title; KAM component, its prefix, number, and title.</p>
	<p>Table of Contents There is a table of contents with headings (that are also found in narrative / body of the paper) and pagination. (Note: pagination begins anew with each KAM component.)</p>

<p>Application Narrative/Body of the Paper (average of 30 pages)</p> <p>*Note: If the central form of the knowledge demonstration is other than a paper, the student has included an average of a 10-page narrative that incorporates the sections listed below. In addition, if the demonstration was formally “enacted,” the student also has provided a transcript, videotape, and concludes the narrative with a critical analysis / evaluation of the student’s own performance in light of the perspective of the KAM. The critical analysis / evaluation includes feedback received from the participants and sponsor.</p>	
	<p>Introduction/Beginning</p> <p>Addressed is the link between the application’s practical focus to the theories, concepts, and issues of the breadth and depth components, and to the student’s profession.</p>
	<p>Middle</p> <p><u>Evidence of Understanding the Conditions</u></p> <p>The student has described the setting -- for example, a description of the profession itself, of the situation or context, and of the application.</p> <p>The student has evaluated the context and interventions -- for example, an evaluation of the application of model A versus B, the costs and benefits of doing either or of doing nothing.</p> <p>The student has described the ethical consideration that had to be kept in mind.</p>
	<p><u>Discussion of Application and Evaluation of its Appropriateness</u></p> <p>The student has discussed the appropriateness of having used specific means for achieving certain ends (e.g., efficiency, economic, accuracy, effectiveness, satisfaction).</p>
	<p>Ending/Summary/Conclusion</p> <p>The student has included the integration of “change in the profession” aspects of the subject in an appropriate manner.</p>
	<p>General</p> <p><u>Organization and Coherency / Integration</u></p> <p>The paper is logically and comprehensively organized with bridges established between ideas. There are basic divisions / sections within the paper with headings used to identify the logic and movement / presentation of ideas. The various divisions of the paper are well-balanced. The different headings are clear and helpful.</p> <p>The various elements within a section clearly relate to each other and to the title of the section. The paragraphs under each section fully develop the theme as expressed in the section’s title / heading. Paragraphs are each initiated by a topic sentence that summarizes or introduces them. Individual sentences are constructed and arranged together according to elementary principles of composition.</p>
	<p><u>Citations</u></p> <p>The consistent use of a standard format is evident. Citations exist for the following: direct quotations, paraphrasing, facts, and references to research studies. There is no over-reliance on limited sources. Source citations are found in the reference list.</p>
	<p><u>Quality of Discussion</u></p> <p>Sources are accurately interpreted. Quoted / paraphrased material is discussed, rather than merely reproduced. Important points are developed, rather than merely asserted.</p>

	<p><u>Originality</u> The author brought his / her own powers of organization and concentration. There is evidence of critical / scholarly thinking.</p>
	<p><u>Clarity of Thought and Expression</u> The author's meaning is always clear. The sentences are well-formulated, words well-chosen, statements free of contradiction. The author uses gender-inclusive language.</p>
	<p><u>Form</u> The paper follows a standard form, and has a professional and scholarly appearance. Standard outlining procedures and pagination are observed. The paper is free from grammatical, punctuation, and spelling errors.</p>
	<p><u>Use of Higher-Order Cognitive Skills</u> The paper presents examples of higher-level critical thinking skills (e.g., compare and contrast, evaluate, synthesize, analyze/reflect, integrate). The work did not simply report information. In other words, the student did not merely describe or limit exclusively the discussion to a set of theorists / theories. Instead, the set of major theorists / theories provided a framework for an interactive, analytical treatment (versus a linear/book-report format).</p>
	<p><u>Doctoral-Level Work</u> The work is of scholarly effort equivalent to that of a doctoral seminar.</p>
	<p><u>Fidelity</u> The demonstration follows that which was proposed in the learning agreement. The content deals explicitly with the body of knowledge of the topic area of the KAM component.</p>
	<p>Reference List Only authors and works mentioned in the text are listed in the reference section. Knowledge and consistent use of a standard reference style is evident. Mostly recent (last three years) and diverse primary references (peer-reviewed / refereed journals) are listed. There are enough and appropriate references.</p>
Overall	
	All three components of the KAM are related and integrated; the KAM is an organic whole.

KAM IV: Principles of Social and Behavioral Science Research

The University's academic leadership revised KAM IV: Principles of Social and Behavioral Science Research for the 1999-2000 academic year. The revised KAM IV differs from the standard KAM model. KAM IV consists of three components, each of which treats a specific research methodology topic. Component descriptions for each program appear in the *University Catalog*.

All students who enroll after September 1, 1999 are required to complete the revised KAM IV components. Students who enrolled before September 1, 1999, and who do not have an approved Learning Agreement for KAM IV, may choose to complete KAM IV under the component model or as described in the *University Catalog* in effect when they enrolled. Eligible students must declare their choice no later than the last day of fall quarter, November 30, 1999; choices are irrevocable.

8.1 KAM IV Components

Each KAM IV component seminar is one quarter in duration. Two components are on-line seminars, requiring students to participate in weekly, Web-based seminar discussions, and to submit specified assignments. One component combines on-line activities with face-to-face meetings at Walden's summer session or another academic residency. Faculty members guide discussions, require specific readings, and evaluate assignments.

The First Component

The first component of KAM IV is SBSF 8417 Research Seminar: Human Inquiry and Science. This on-line seminar is interdisciplinary and must be completed within three full quarters of enrollment. Students must complete SBSF 8417 Research Seminar: Human Inquiry and Science successfully before registering for the second or third KAM IV components.

The Second and Third Components

The second and third KAM IV components are discipline specific. Depending on program, these components are either an on-line seminar or an on-line seminar combined with face-to-face meetings at summer session or other academic residency. (Details appear in the program sections of the *University Catalog*.) Students must complete these components successfully before submitting a dissertation proposal.

8.2 Registering for KAM IV Components

Students must register for KAM IV components according to the policies and procedures outlined in Part 4, Chapter 4: *Course Registration*. Registration instructions and the schedule for KAM IV components appear on the University Web site.

8.3 Completing KAM IV Components

The basis of each KAM IV component is an on-line seminar discussion. Students use e-mail and on-line classrooms accessible via the Internet to participate in the asynchronous discussions. Instructors facilitate seminar activities based on assigned readings and topics posted in the syllabus at the beginning of the quarter. Assignments are collected and evaluated. For components that incorporate in-person meetings, attendance at all the meetings is mandatory.

Award of Credit for KAM IV Components

Each KAM IV component carries a credit value as specified in the program sections of this handbook. Instructors evaluate student performance and award a grade of “S” (Satisfactory) to those students who complete the component successfully. A grade of “S” (Satisfactory) is equivalent of a letter grade of “B” or better. The University cannot convert a grade of “S” (Satisfactory) to a letter grade. Students who do not complete the component successfully receive a grade of “F” (Unsatisfactory). The registrar makes these notations on the student’s academic record and awards the appropriate credits.

Transfer of Credit for KAM IV Components

Students wishing to apply for transfer of credit for KAM IV components must do so in conjunction with their initial *Program of Study* and within their first quarter of enrollment.

Grades of Incomplete for KAM IV Components

Students receiving a grade of “I” (Incomplete) for a KAM IV component must complete the seminar requirements by the last day of the second month of the *next* academic quarter (i.e., October 31, January 31, April 30, July 31), at which time a grade will be awarded. Failure to complete seminar requirements within the time allowed causes the grade of “I” (Incomplete) to default to an “F” (Unsatisfactory) on the student’s record.

If a student is unable to complete the requirements for a KAM IV component where an “I” (Incomplete) has been awarded, and extreme circumstances exist, the student may petition to the program director to extend the “I” grade for one additional quarter. Such petitions must be submitted and approved within the first quarter following the assignment of the “I” grade. Decisions on petitions are at the discretion of the program director and subject to University policy on grade changes. If the “I” grade is not changed the end of the second quarter, the grade defaults to an “F” (Unsatisfactory).

If a student withdraws from the University, the student has until the last day of the current academic quarter to complete work for any courses listed as “I” (Incomplete) on the student’s record. Failure to complete the course requirements within the time allowed causes the grade of “I” (Incomplete) to default to an “F” (Unsatisfactory) on the student’s record.

Repeating a KAM IV Component

Students who receive an “F” (Unsatisfactory) for any KAM IV component must repeat the seminar. Students may retake a component one time only. The initial grade for the component remains on the transcript.

On-line WIN Seminar Requirements

The Walden Information Network, or “WIN,” is the name given to the collection of technology tools that support Walden students. The term is also used to refer to the on-line seminars WIN 1 and WIN 2, which are required of all students enrolled in KAM-based programs. The following sections detail the policies and procedures related to the on-line WIN seminar requirements.

9.1 WIN 1 Orientation

Students must complete the WIN 1 Orientation within their first six months of enrollment. The WIN 1 Orientation is a non-credit bearing program requirement. If it is not completed within six months of enrollment, the student’s continuation in the program will be reviewed.

Purpose

The WIN 1 Orientation is a self-paced, Web-based, on-line experience designed to orient students to Walden University and the Walden Information Network. Students learn and demonstrate the basic skills needed to use a variety of technology tools effectively.

Getting Started

Students receive information on the WIN 1 Orientation in their new student packet. This information contains instructions on how to begin the experience and identifies a member of the faculty who facilitates the WIN 1 activities. Walden strongly encourages students to engage in these activities early on, as students who have the skills to access and use technological resources find them to be very beneficial to their academic experience.

9.2 WIN 2 Seminar

There are two ways for students to satisfy the WIN 2 program requirement. Students completing the revised KAM IV (see Part 1, Chapter 8: *KAM IV: Principles of Social and Behavioral Science Research*) satisfy the requirement by successfully completing all KAM IV components. Students enrolled prior to September 1, 1999 who do not opt for the revised KAM IV are required to complete the WIN 2 Seminar before submitting the dissertation. The WIN 2 Seminar is offered quarterly.

Purpose

The WIN 2 Seminar is a research seminar designed to assist students in developing appropriate skills, approaches, and methodologies useful in the development and preparation of the dissertation proposal and the dissertation. This includes the use of technology tools such as on-line research databases.

Prerequisites

Prior to registering for the WIN 2 Seminar, students must successfully complete the WIN 1

Orientation and have an approved Learning Agreement on file for KAM IV. Eligible students are contacted via e-mail two weeks before the start of a new quarter with registration instructions.

The Ph.D. in Professional Psychology Program

The Ph.D. in Professional Psychology Program is a 127 credit hour, course-based program. Psychology students are admitted into one of the program's specializations in academic, clinical, counseling, health, organizational, or sport psychology.

1.1 Mission of the Ph.D. in Professional Psychology Program

The mission of the Ph.D. in Professional Psychology Program at Walden University is to prepare practicing psychologists to address important societal problems that impact upon the lives of individuals, families, and organizations. Curriculum emphasizes theoretical and research-derived knowledge that guides professional practice and enhances opportunities for psychologists to serve as change agents for the betterment of society.

1.2 Degree Requirements for Non-Licensure Specializations

The Academic, Health, Organizational, and Sport Psychology Specializations prepare graduates for positions in academic settings, health care environments, business and industry, and athletic settings. Students in these specializations are generally not planning to pursue licensure as a psychologist. Curriculum requirements include the completion of 21 courses and a dissertation. Typically, students enrolled in non-licensure specializations complete core courses the first year of study, advanced and elective courses the second year, and the dissertation the last three quarters of enrollment. In addition, students in these specializations must meet the University's standard academic residency requirement for doctoral students. Students may enroll on a full-time or half-time basis and advance at their own pace within the University's standards for academic progress.

Ph.D. in Psychology Degree Requirements for Non-Licensure Specializations			
	Health Psychology	Organizational Psychology	Sport Psychology
Program Requirements	<ul style="list-style-type: none"> • Orientation activities • Professional Development Plan and <i>Program of Study</i> (included in PSYC 8000 Professional Development) 		
Curriculum Requirements	10 core courses PSYC 8260 PSYC 8265 PSYC 8275 PSYC 8400 PSYC 8410 PSYC 8540 5 electives	10 core courses PSYC 8200 PSYC 8260 PSYC 8460 PSYC 8480 PSYC 8520 PSYC 8530 5 electives	10 core courses PSYC 8200 PSYC 8220 PSYC 8260 PSYC 8400 PSYC 8410 PSYC 8560 5 electives
Dissertation Requirement	<ul style="list-style-type: none"> • PSYC 9000 Dissertation (proposal, dissertation, and oral presentation) (27 credits) 		
Enrollment Requirements	<ul style="list-style-type: none"> • Minimum half-time enrollment (one course or five credits per quarter) 		
Residency Requirement	<ul style="list-style-type: none"> • 32 residency units 		

Ph.D. in Psychology Degree Requirements for the Non-Licensure Academic Psychology Specialization by Track				
	Clinical Track	Counseling Track	General Track	School Track
Program Requirements	<ul style="list-style-type: none"> Orientation activities Professional Development Plan and <i>Program of Study</i> (included in PSYC 8000 Professional Development) 			
Curriculum Requirements	10 core courses PSYC 8200 PSYC 8225 PSYC 8230 PSYC 8235 PSYC 8250 PSYC 8260 5 electives	10 core courses PSYC 8200 PSYC 8220 PSYC 8225 PSYC 8230 PSYC 8235 PSYC 8260 5 electives	10 core courses PSYC 8200 PSYC 8220 PSYC 8225 PSYC 8235 PSYC 8250 PSYC 8260 5 electives	10 core courses PSYC 8200 PSYC 8225 PSYC 8235 PSYC 8260 PSYC 8460 PSYC 8590 5 electives
Dissertation Requirement	<ul style="list-style-type: none"> PSYC 9000 Dissertation (proposal, dissertation, and oral presentation) (27 credits) 			
Enrollment Requirements	<ul style="list-style-type: none"> Minimum half-time enrollment (one course or five credits per quarter) 			
Residency Requirement	<ul style="list-style-type: none"> 32 residency units 			

1.3 Degree Requirements for Licensure-Oriented Specializations

The Clinical Psychology Specialization and Counseling Psychology Specialization are designed to prepare graduates for licensure as a psychologist. The curriculum meets the educational requirements of most state psychology boards. Curriculum requirements include the completion of 21 courses, an internship, and a dissertation. Typically, students enrolled in licensure-oriented specializations complete core courses the first year of study, advanced and elective courses the second year, and the internship and dissertation the third year. Students in these specializations must meet minimum enrollment and residency requirements. In addition, students must complete an academic year in residence (see Part 4, Chapter 1: *Academic Residency Requirements and Policies*).

Ph.D. in Psychology Degree Requirements for Licensure-Oriented Specializations		
	Clinical Psychology	Counseling Psychology
Program Requirements	<ul style="list-style-type: none"> Orientation activities Professional Development Plan and <i>Program of Study</i> (included in PSYC 8000 Professional Development) Academic Year in Residence 	
Curriculum Requirements	10 core courses PSYC 8200 PSYC 8230 PSYC 8240 PSYC 8260 PSYC 8270 PSYC 8280 5 electives	10 core courses PSYC 8200 PSYC 8220 PSYC 8240 PSYC 8250 PSYC 8260 PSYC 8280 5 electives
Internship Requirement	<ul style="list-style-type: none"> PSYC 9100 Internship 	
Dissertation Requirement	<ul style="list-style-type: none"> PSYC 9000 Dissertation (proposal, dissertation, and oral presentation) (27 credits) 	
Enrollment Requirements	<ul style="list-style-type: none"> Full-time enrollment (two courses or ten credits per quarter) for 12 academic quarters. 	
Residency Requirement	<ul style="list-style-type: none"> 32 residency units 	

1.4 Additional Requirements for Combined Specializations

The Ph.D. in Professional Psychology Program offers limited opportunities for students to complete a combined specialization.

Combined Specialization in Clinical or Counseling Psychology and Organizational Psychology

Students enrolled in the Clinical Psychology Specialization or the Counseling Psychology Specialization may complete a combined specialization that includes study in organizational psychology. The combined specialization requires students to focus on organizational issues in their internship. A practicum in an organizational setting is strongly recommended for students with no previous experience in organizational psychology. Students choosing this option are required to complete PSYC 8460, PSYC 8480, PSYC 8520, and PSYC 8530 in place of electives.

Combined Specialization in Clinical or Counseling Psychology and Health Psychology

Students enrolled in the Clinical Psychology Specialization or the Counseling Psychology Specialization may complete a combined specialization that includes study in health psychology. The combined specialization requires students to complete an internship in a health setting. Students choosing this option are required to complete PSYC 8400, PSYC 8410, PSYC 8540, PSYC 8265, and PSYC 8275 in place of electives.

1.5 Core and Advanced Curriculum

Course descriptions appear in the *University Catalog*. Students must successfully complete all core courses before registering for advanced or advanced elective courses.

Core Curriculum

Ten courses define the core curriculum in all specializations.

PSYC 8000 Professional Development	(no credit)
PSYC 8010 History and Systems of Psychology	5 credits
PSYC 8020 Psychology and Social Change	5 credits
PSYC 8030 Developmental Psychology	5 credits
PSYC 8050 Biological Psychology	5 credits
PSYC 8070 Psychology of Learning	5 credits
PSYC 8090 Social Psychology	5 credits
PSYC 8100 Tests and Measurements	5 credits
PSYC 8120 Quantitative Analysis *	5 credits
<i>Or</i>	
PSYC 8130 Qualitative Analysis	5 credits
PSYC 8140 Psychological Research Designs	5 credits

* *Students specializing in clinical or counseling psychology must pass PSYC 8120 Quantitative Analysis. All other students may choose either PSYC 8120 Quantitative*

Analysis or PSYC 8130 Qualitative Analysis to fulfill the core requirement. Students intending to use qualitative methodology in their dissertation research should take PSYC 8130 Qualitative Analysis.

Advanced and Elective Curriculum

PSYC 8200 Psychology of Personality	5 credits
PSYC 8220 Abnormal Psychology	5 credits
PSYC 8225 Educational Psychology	5 credits
PSYC 8230 Advanced Psychopathology	5 credits
PSYC 8235 Teaching of Psychology	5 credits
PSYC 8240 Therapeutic Psychology	5 credits
PSYC 8250 Psychological Appraisals	5 credits
PSYC 8260 Ethics and Standards of Professional Practice	5 credits
PSYC 8265 Behavioral Nutrition	5 credits
PSYC 8270 Advanced Psychological Testing	5 credits
PSYC 8275 Psychoneuroimmunology	5 credits
PSYC 8280 Practicum	5 credits
PSYC 8400 Health Psychology	5 credits
PSYC 8410 Psychopharmacology	5 credits
PSYC 8420 Multicultural Counseling	5 credits
PSYC 8430 Geriatric Psychology	5 credits
PSYC 8440 Substance Abuse Therapies	5 credits
PSYC 8450 Marriage and Family Therapies	5 credits
PSYC 8460 Psychological Consultations	5 credits
PSYC 8470 Community Psychology	5 credits
PSYC 8480 Organizational Psychology	5 credits
PSYC 8490 Group Psychology	5 credits
PSYC 8500 Humanistic Psychology	5 credits
PSYC 8510 Vocational Psychology	5 credits
PSYC 8520 Psychology in the Workplace	5 credits
PSYC 8530 Leadership and the Process of Change	5 credits
PSYC 8540 Neuropsychology	5 credits
PSYC 8545 Play Therapy	5 credits
PSYC 8550 Delivering Psychological Services	5 credits
PSYC 8560 Sport Psychology	5 credits
PSYC 8570 Grief Therapy	5 credits
PSYC 8575 Advanced Grief Counseling	5 credits
PSYC 8580 Psychology of Women	5 credits
PSYC 8585 Medical Crisis Counseling	5 credits
PSYC 8590 Prevention in School Psychology	5 credits
PSYC 8600 Independent Readings	5 credits
PSYC 9000 Dissertation	27 credits
PSYC 9100 Internship	(no credit)
PSYC 9999 Field Studies	(no credit)

1.6 Transfer of Credit

Students may apply for limited graduate credit transfer of up to 36 quarter credit hours (or

the equivalent in semester hours). Transfer credits must have been earned from a regionally accredited college or university within the last 10 years. To apply for transfer of credit for a specific course, the student must have earned a grade of “B,” 3.0 on a 4.0 scale, or better, and the course instructor must hold credentials comparable to those held by Walden faculty. Acceptance of transfer credit is at the discretion of the program director.

1.7 Psychology Certificate Program Requirements

The Psychology Division offers a post-doctoral Psychology Certificate Program. The requirements for the Psychology Certificate Program vary depending upon the area of specialization and the individual student. Admission to the Psychology Certificate Program carries with it a prescribed set of curriculum requirements tailored to fit the individual student's needs and experience.

Students seeking a certificate must enroll for a minimum of four quarters and complete at least nine courses (PSYC 8000 Professional Development and eight credit-bearing courses). Residency requirements include the completion of the New Student Orientation Residency and one core residency.

Psychology Certificate Program Requirements	
Curriculum Requirements	<ul style="list-style-type: none">• Minimum of nine courses• Additional courses as prescribed in admission offer
Internship Requirements	<ul style="list-style-type: none">• As prescribed in admission offer
Enrollment Requirements	<ul style="list-style-type: none">• Full-time enrollment (two courses or ten credits per quarter) for a minimum of four quarters
Residency Requirements	<ul style="list-style-type: none">• New Student Orientation Residency• One core residency• Additional residency requirements as prescribed in admission offer

Course Delivery System

Psychology courses are offered via one of three instructional modes. All modes require proficiency using e-mail and other electronic communication tools. All courses begin on the first working day of the quarter and end on the 20th day of the last (third) month of the quarter. Course offerings vary from quarter to quarter; an updated schedule and syllabi appear on the Walden Web site. Students are required to complete a minimum of two mode A or mode B courses.

Students are advised that program directors and division chairs have read-only access to all on-line course materials and discussions within their respective programs. This access is automatically granted at the beginning of each quarter.

2.1 Mode A: On-line Instruction

Students complete mode A courses online, using communication tools available via the World Wide Web and the Walden Information Network. Instructors facilitate weekly, asynchronous discussions based on assigned readings and topics posted in the syllabus at the beginning of the quarter. At a minimum, students must participate in class discussion biweekly. Students must keep copies of their postings and all assignments. Collaborative group projects are common. A research paper due on the 15th day of the last (third) month of the quarter is required in all mode A courses.

Grades for mode A courses are based on several criteria including the research paper, individual writing assignments, group projects, and participation in on-line class discussions. The grade for the research paper is not the final course grade. All course materials are due on the 15th day of the last (third) month of the quarter. Enrollment in mode A courses is limited to 18 students.

2.2 Mode B: On-line Instruction with Class Meetings at an Instructional Center

Mode B courses are on-line courses that include a class meeting at an instructional center. Instructors facilitate weekly, asynchronous discussions based on assigned readings and topics posted in the syllabus at the beginning of the quarter. At a minimum, students must participate in class discussion biweekly. Students must keep copies of their postings and all assignments. Collaborative group projects are common. A research paper due on the 15th day of the last (third) month of the quarter is required in all mode B courses.

In addition to on-line instruction, mode B courses incorporate an in-person class meeting at a University instructional center one weekend during the middle (second) month of the quarter. The University's instructional centers are located in Bonita Springs, FL; Minneapolis, MN; Fort Dix, NJ; Phoenix, AZ; and Washington, DC. The weekend meeting of most mode B courses convenes Friday evening (6 to 10 p.m.) and all day Saturday (8

a.m. to 6 p.m.), or Saturday evening (6 to 10 p.m.) and all day Sunday (8 a.m. to 6 p.m.). Some mode B courses may meet at different times in conjunction with an academic residency. Dates and locations are announced prior to course registration to facilitate travel planning. Students are required to attend the in-person class meeting to receive credit for the course.

Grades for mode B courses are based on several criteria including the research paper, individual writing assignments, group projects, attendance at the in-person meeting, and participation in on-line class discussions. The grade for the research paper is not the final course grade. All course materials are due on the 15th day of the last (third) month of the quarter. Enrollment in mode B courses is limited to 18 students.

2.3 Mode C: Individual Instruction

Mode C courses require students to design a course syllabus that reflects their individual needs and interests while addressing the core concepts of the course as described in the *Psychology Curriculum Guide*. On-line communication is also common to all mode C courses. A research paper due on the 15th day of the last (third) month of the quarter is required in all mode C courses.

Students enrolled in mode C courses are responsible for establishing an individual contact schedule with the course instructor. A minimum of five substantive, interactive contacts between the student and instructor are required. A substantive contact includes a presentation and discussion of one or more course concepts. Typically, the presentation includes a written essay complete with references and in APA format. Students are expected to demonstrate critical thinking in their discussion of the presented material. Students are responsible for maintaining regular contact with the instructor and must document all communication. Instructors are responsible for ensuring these instructional contacts are academically substantive and address the student's readings and preparations for the research paper.

Grades for mode C courses are based on the learning objectives outlined in the course syllabus, the interactive contact between student and instructor, and the research paper. The grade for the research paper is not the final course grade. All course materials are due on the 15th day of the last (third) month of the quarter. Enrollment in mode C courses is limited to 18 students.

Mode C is a flexible mode of instruction due to the freedom to design an individualized syllabus. However, considerable time and effort are required to create an acceptable course syllabus. Students should make advance preparations if they plan to register for a mode C course.

Creating a Syllabus for Mode C Courses

Students develop a mode C course syllabus by reviewing the syllabi that appear on the Walden Web site and discussing goals for the course with the instructor. The instructor must approve the final syllabus no later than the last day of the first month of the quarter. This may be done online. Students must submit a copy of the approved syllabus with the required research paper.

Course syllabi for mode C courses must be comparable to the syllabi for other doctoral-level psychology courses. They should include a course description, detailed course objectives, a list of required texts, explicit course requirements, the Walden University grading policy (see Part 4, Chapter 2: *Academic Progress Policies*) and procedures for submitting student work.

2.4 Course Evaluation

An on-line, anonymous course evaluation form is available for students on the Walden Web site.

The Professional Development Plan and Program of Study

Walden University requires doctoral students to write a Professional Development Plan (PDP) at the outset of their studies. The plan includes a formal *Program of Study*. Doctoral psychology students complete this requirement during their first quarter of enrollment as a part of the PSYC 8000 Professional Development course. The following sections detail the policies and procedures related to the Professional Development Plan and *Program of Study*.

3.1 Purpose of the Professional Development Plan and Program of Study

Students conceptualize a personalized blueprint for approaching their Walden doctoral studies and present it in a written Professional Development Plan. The process of writing the plan allows students the opportunity to:

- reflect on their personal history, professional accomplishments, and future aspirations;
- initiate a discussion with Walden faculty about graduate study in general and the Walden program in particular;
- articulate academic interests and set goals for their Walden educational experience; and
- establish a personalized time line for meeting degree requirements (i.e., the *Program of Study* form).

Students develop the Professional Development Plan in close consultation with their first-year advisor, who will review and approve the final document. (The *Program of Study* is ultimately approved by the vice president for academic affairs.) Students are urged to review their Professional Development Plan with their faculty mentor on an annual basis to assess their progress and growth.

Students learn more about the Professional Development Plan at the New Student Orientation Residency and are expected to bring with them, at the very least, a draft copy of the plan.

3.2 Content and Structure of the Professional Development Plan

Although Walden provides a general outline for the content and structure of the Professional Development Plan, students are encouraged to write a plan that reflects their individual experience, achievements, and goals. Students write the plan in the first person and include their thoughts on how the plan relates to their chosen field of study.

The Professional Development Plan consists of three major parts: a description of personal

and professional goals, a description of educational background and research proficiency, and the *Program of Study* form.

Part 1: Description of Personal and Professional Goals

In this section, students write a brief personal introduction, state their personal and professional goals, and articulate how these goals intersect with their academic interests and selected field of study. Students reflect upon the mission of the University, “To prepare and inspire scholar-practitioners to be leaders in making positive social change in their areas of influence,” and discuss the changes they would like to see in their career and personal life as a result of advanced learning and the attainment of a doctoral degree.

Part 2: Description of Educational Background and Research Proficiency

When developing this section, students reflect on the formal and informal learning experiences that compose their educational background and discuss how these experiences support the direction of study established in part one. Walden encourages students to include individual knowledge, skills, and accomplishments. Students explain what academic and research proficiencies they bring to the program and identify areas to improve while a Walden student. Research proficiency refers to both course work and experience conducting research. Students are expected to evaluate honestly their readiness to engage in dissertation research.

Categories for students to consider when writing this section include:

- academic course work in the social and behavioral sciences
- academic course work in other fields
- professional presentations, seminars, and workshops
- volunteer activities
- prior experience designing and executing research
- publications and other writing experiences
- teaching assignments
- professional training
- academic strengths and weaknesses
- research skills or weaknesses
- availability of library, reference, and information technology resources

Students should be clear about plans for preparing themselves for doctoral study, particularly if gaps in their background exist.

Part 3: Program of Study Form

The *Program of Study* is a formal document signed by the student, the first-year advisor or faculty mentor, the program director, and the vice president for academic affairs. In consultation with their first-year advisor, students use the *Program of Study* exercise to create an individualized plan for completing all degree requirements within a specific time frame. The *Program of Study* form is available on the University Web site.

Completing the *Program of Study* form requires students to look ahead and plan the

sequence in which they intend to complete core, advanced, and elective courses, as well as other degree requirements (e.g., residency units). It is recognized that students may not be able to enroll in courses in the exact order indicated on the *Program of Study* form.

Students use the *Program of Study* to gauge their progress toward degree completion. Revisions to the *Program of Study* require the approval of the program director and the vice president for academic affairs.



Helpful Tip

Making Doctoral Study a Priority

Students should consider the personal and professional adjustments necessary to make doctoral study a priority. Balancing personal, professional, and civic responsibilities with doctoral studies is often one of the biggest hurdles students encounter. It is important for students to make a conscious decision to commit to their studies by identifying time to devote to Walden work. This often involves having conversations with significant others and family members about the need to dedicate time and energy to doctoral studies and the potential lifestyle changes that could result.

3.3 Professional Development Plan Approval Process

Students submit the completed Professional Development Plan to their first-year advisor (PSYC 8000 instructor) *electronically*. Should the plan require revision, the first-year advisor returns the plan to the student with comments and feedback. When satisfied the plan meets the University's expectations, the first-year advisor requests a paper copy of the entire plan (including the *Program of Study* form) and indicates approval with a signature before forwarding the document to the appropriate program director for review. The program director may return the plan to the student for revisions or approve it. Following approval by the program director, the Professional Development Plan is ratified, and the student receives a copy of the evaluation form.

Criteria for Professional Development Plan Approval

A Professional Development Plan will be considered for approval when all of the following criteria have been met:

- The Professional Development Plan is well written and follows APA format. (One exception to APA format is allowed: the use of the first person.)
- The content of the Professional Development Plan corresponds to the curriculum requirements of the University, to the selected doctoral program, and to the student's specialization (if applicable).
- The content is appropriate to the student's educational background and goals.

- The *Program of Study* form is complete and carries the required signatures.

PSYC 8270 Advanced Psychological Testing

PSYC 8270 Advanced Psychological Testing is required for students enrolled in the Clinical Psychology Specialization. The course focuses on the development of the ability to produce a comprehensive integrated report using various psychological testing instruments and assumes that students already possess certain psychological testing skills. Therefore, students must gain permission before registering for this course.

To register for and complete this course, students complete the following steps:

- Complete a skills assessment
- Complete the permission to register for PSYC 8270 application
- Register for PSYC 8270 Advanced Psychological Testing and complete the course requirements

4.1 Skills Assessment

Students wishing to register for PSYC 8270 Advanced Psychological Testing must demonstrate proficiency with the following testing categories:

Intellectual

Individual Wechsler Test (WIPPSI, WISC III, or WAIS III)
Stanford Binet
Group intellectual instruments

Specialty Areas

Achievement Tests (e.g., Woodcock-Johnson)
Career Interest Test
ADD / ADHD Test
Learning Ability Test (e.g., Detroit Test of Learning Abilities)
The Bender Gestalt Test
Memory Test (e.g., WMS III)

Personality

Normal Personality (e.g., NEO-PI-R 16 PF)
Psychopathology
Minnesota Multiphasic Personality Inventory (MMPI-2, MMPI-A)
Personality Assessment Inventory (PAI)
Millon Clinical Multiaxial Inventory (MCMI-III)
Projective Tests
Sentence Completion Tests
House-Tree-Person or Draw a Person
Thematic Apperception Test (TAT)
Rorschach

It is to the student's advantage to be proficient with as many of the above-mentioned instruments as possible. Proficiency is determined by the lead testing faculty member. At minimum, students wishing to register for PSYC 8270 Advanced Psychological Testing must demonstrate proficiency with the following:

- One of the Wechsler intelligence tests
- An achievement test
- A learning ability test
- ADD/ADHD instrument
- The Bender Gestalt Test
- A psychopathology test
- A sentence completion test
- The Thematic Apperception Test (TAT)
- The House Tree Person (HTP) or figures drawing test

Students who do not yet possess these skills should consult their first-year advisor and the lead testing faculty member early on to develop a plan to gain the necessary testing skills and experience. As an alternative, students can satisfy the skills requirement and qualify to take PSYC 8270 Advanced Psychological Testing by successfully completing PSYC 6140 Intelligence and Personality Testing I (Cognitive Testing) and PSYC 6150 Intelligence and Personality Testing II (Personality Testing). These courses are offered only during summer quarter and must be taken simultaneously. Attendance at summer session is required. Doctoral students may use these courses as electives. Students choosing this alternative need not provide the verification and work sample documentation described below.

4.2 Completing the Permission to Register for PSYC 8270 Advanced Psychological Testing Application

Students must apply for permission to register for PSYC 8270 Advanced Psychological Testing. The application includes the following documents:

1. *Permission to Register for PSYC 8270 Advanced Psychological Testing Application* form (available on the Walden Web site)
2. Verification
3. Work sample

Verification

Students must arrange for a licensed professional to submit a letter of verification on their behalf. The professional must be licensed to administer psychological tests and must have direct knowledge of the student's testing skills. In some instances, the professional may be supervising the continuing development of the student's testing skills. If this is the case, the professional should indicate a date when the student will have obtained the necessary skills as a result of direct instruction/supervision.

Students who are already licensed or certified to administer the psychological tests described above may submit a copy of their license or certificate (e.g., school psychologist)

in lieu of a letter of verification. Successful completion of both cognitive and personality testing courses offered at Walden's summer session will also be accepted as verification.

Work Sample

Students must submit a work sample including at least a Wechsler Intelligence Test administration, scoring, and interpretation, as well as other tests administered to the same individual. The identity of the individual tested must be removed from the documents.

Some students may receive tentative permission to register for PSYC 8270 Advanced Psychological Testing contingent upon their acquisition of the necessary testing skills. These students may submit their work sample up until the first day of the course. If the work sample is not submitted and approved by the first day of the course, the student must withdraw from the course for that academic quarter.

4.3 Registering for PSYC 8270 Advanced Psychological Testing and Completing the Course Requirements

After gaining permission to register for this course, students follow regular course registration procedures. PSYC 8270 Advanced Psychological Testing is a five credit, graded University course. Students must meet the goals and objectives outlined in the PSYC 8270 Advanced Psychological Testing syllabus.

PSYC 8280 Practicum

Practicum is one of the required, defining experiences of doctoral study for students specializing in clinical and counseling psychology. Students specializing in academic, health, organizational, and sport psychology are not required to complete a practicum, but may choose to include one in their program after consultation with their faculty mentor or specialization coordinator. Adequate preparation is essential to the success of the practicum experience. This chapter describes the policies and procedures related to PSYC 8280 Practicum.

Prerequisites

To enroll in PSYC 8280 Practicum, students must meet the following prerequisites:

1. Successful completion of all core courses
2. Successful completion of the following advanced courses or concurrent enrollment

Clinical Psychology Specialization	<ul style="list-style-type: none">• PSYC 8230 Advanced Psychopathology• PSYC 8260 Ethics and Standards of Professional Practice• PSYC 8270 Advanced Psychological Testing
Counseling Psychology Specialization	<ul style="list-style-type: none">• PSYC 8220 Abnormal Psychology• PSYC 8250 Psychological Appraisals• PSYC 8260 Ethics and Standards of Professional Practice

Completing a Practicum

Students completing a practicum must arrange for supervised practice in a setting appropriate to their specialization. Because practicum is site experience as well as a mode B University course, students must complete the following steps:

1. Arrange for the practicum
2. Complete the practicum application and portfolio review
3. Register for PSYC 8280 Practicum
4. Execute the practicum and fulfill the course requirements for PSYC 8280 Practicum

5.1 Arranging for the Practicum

As in other doctoral programs, students at Walden arrange their own practicum. The educational requirements for PSYC 8280 Practicum are specified in the course syllabus that appears in the *Psychology Curriculum Guide*. These requirements dictate that the practicum be for a minimum of 500 hours where no less than 150 hours are assigned to direct assessment services and 150 hours are assigned to direct intervention services. The remaining hours are to be devoted to individual supervision, group supervision, case management, record keeping, and related training activities. Students must attend to the following items when arranging the practicum:

- **Select a practicum site.** Site selection should begin early in the student's enrollment. The site should supply training duties designed to expand the student's skills and provide the hours necessary to meet goals outlined in the PSYC 8280 Practicum syllabus.
- **Select a practicum supervisor.** Selection of the supervisor is critical to ensuring the success of the practicum. The practicum supervisor facilitates the professional development of the student, promotes development of needed competencies, and evaluates progress and services provided. The preferred supervisor is a licensed psychologist. In some instances, an experienced professional from another discipline may be approved as a supervisor if the individual is competent to train in the area of specialization.

Students selecting a private practice as the practicum site may have to consider paying for supervision. This is typical in the private sector and is acceptable.

- **Write a supervision contract.** The student and practicum supervisor must develop a contract which establishes well-defined goals and boundaries for the practicum. The contract must be specific, detailed, and include the following elements:
 4. Supervisor's name and title
 5. Supervisor's licensing state, license number, and type
 6. Description of how and when supervision will be provided, and specifying the following:
 - a. The practicum will be for a minimum of 500 hours with one hour of supervision for every 10-15 hours worked.
 - b. At least half of the supervision must be individual as opposed to group.
 - c. The student must be allowed to perform testing.
 7. Beginning and ending dates and frequency of supervision
 8. Supervisor's expectations of the trainee
 9. Supervisor's approach to supervision (e.g., behavioral)
 10. Signatures of the supervisor and the student
- **Develop a practicum training manual.** A practicum training manual describing the policies, procedures, and content of the practicum experience must exist and be endorsed by the practicum supervisor. If the student uses an existing manual, an addendum must be added specifying how the practicum is compatible with the site's

training manual. If such a manual does not exist at the practicum site, the student must create one in cooperation with the practicum supervisor.

Below is a suggested outline of topics for developing a practicum training manual:

1. Training program description
 2. Outcomes/goals of training
 3. Site policies and procedures related to the training program or trainee (e.g., maintaining case files and notes, client confidentiality, site personnel policies)
 4. Linkages with/among departments or sites (if applicable)
 5. Supervision
 - a. Type of supervision to be provided
 - b. Responsibilities of the supervisor
 - c. Evaluation of trainees
 6. Trainee
 - a. Role and responsibilities of trainee
 - b. Self-evaluation
 - c. Adherence to ethical standards
- **Secure student malpractice insurance.** Student malpractice insurance is required for the practicum. Students who maintain professional liability insurance as a licensed counselor or other mental health professional should note that this type of insurance will *not* substitute for student malpractice insurance. The American Professional Agency provides malpractice insurance for graduate psychology students. Students may contact the American Professional Agency at 1-800-421-6694 and ask for the student department. The practicum site and the student’s university do not have to be approved by the American Psychological Association to obtain student insurance for practicum.

5.2 Completing the Practicum Application

Students must submit a practicum application no later than the first day of the quarter two quarters prior to the quarter in which the student wishes to begin the practicum. In other words, applications are due six months in advance.

Practicum Application Deadlines	
Practicum Application Due	To Begin the Practicum
March 1 (spring quarter)	September 1 (fall quarter)
June 1 (summer quarter)	December 1 (winter quarter)
September 1 (fall quarter)	March 1 (spring quarter)
December 1 (winter quarter)	June 1 (summer quarter)

The Practicum Application

The practicum application includes the following documents:

1. Practicum Application form
2. *Protocol Form* created by the student, including:
 - a. List of all completed courses with grades
 - b. List of courses to be completed prior to the practicum
 - c. Statement confirming the student's readiness to begin a practicum, signed by the faculty mentor
3. Student's curriculum vitae
4. Site brochure(s)
5. Practicum supervisor's curriculum vitae
6. Supervision contract
7. Practicum training manual
8. Verification of student malpractice insurance including a copy of the policy cover sheet
9. Notarized statement disclosing any criminal convictions or lack thereof (Misdemeanors need not be reported.)

Students must submit the entire practicum application to the faculty member charged with practicum coordination. Approval to begin the practicum is contingent upon approval of the application and site.

5.3 Registering for PSYC 8280 Practicum

In order to execute the planned practicum experience, students must register for PSYC 8280 Practicum. This is a five credit University course, and students receive a grade of "P" (Pass) or "F" (Unsatisfactory). Registration for this course is limited to students who both meet the prerequisites and who have an approved practicum application on file.

To register for this course, students must follow regular course registration procedures. Students may register for more than one quarter of PSYC 8280 Practicum. It is not uncommon for students to register for one quarter of PSYC 8280 Practicum, receive a grade of "I" (Incomplete), and finish the practicum the following quarter.

Some states may require more than one quarter of practicum. Students are responsible for understanding the requirements of their state and should consult the "Rules and Regulations of the Licensing of Psychologists" from the appropriate state licensing board for psychologists.

5.4 Executing the Practicum and Fulfilling the Course Requirements for PSYC 8280 Practicum

Practicum is a site experience as well as a mode B University course. Therefore, students participate in course activities while executing the practicum.

Course requirements for PSYC 8280 Practicum include the following:

1. Students are expected to make weekly e-mail contact with the instructor and other students executing a practicum. This contact may include a report of activities for the week and descriptions of cases or training experiences relevant to the goals of practicum. Students are expected to participate in weekly on-line discussions.
2. PSYC 8280 Practicum is always a mode B course. Students must attend the in-person class meeting on the scheduled weekend at the assigned instructional center. This is common to all mode B courses. The instructor will create an agenda and make individual assignments in advance. Typically, this includes a case presentation and videotape of a therapy session. Attendance is mandatory.
3. Students are required to keep a journal of practicum activities with a minimum of two entries per week. Journal entries should focus on the practicum experience, perceived personal strengths and weaknesses, any personal insights gained through the practicum, newly developed skills, and challenges. Only the instructor for PSYC 8280 Practicum will see the journals, and the information will be kept confidential. The instructor will return journals to students if a self-addressed envelope is included.
4. Students complete a 10 page paper summarizing the learning experience and the outcomes of the practicum. This may be presented in the form of a conceptualization paper that focuses on the client, issues, and context.

PSYC 9100

Internship

An internship is required for students enrolled in the Clinical Psychology Specialization and Counseling Psychology Specialization. An internship is a critical part of doctoral study for students in these specializations. Students specializing in academic, health, organizational, and sport psychology are not required to complete an internship, but may choose to include one in their program after consultation with their faculty mentor. Adequate preparation is essential to the success of the internship experience. This chapter describes the policies and procedures related to PSYC 9100 Internship.

Prerequisites

Students must complete all other courses before beginning an internship.

Completing an Internship

Students completing an internship must arrange for supervised practice in a setting appropriate to their specialization. Because an internship is a site experience as well as a mode A University course, students must complete the following steps:

10. Arrange for the internship.
11. Complete the internship application.
12. Register for PSYC 9100 Internship.
13. Execute the internship and fulfill the course requirements for PSYC 9100 Internship.

6.1 Arranging for the Internship

Students pursuing licensure must arrange a field-based supervised internship in a setting appropriate to their specialization. The internship must be for a minimum of 1,500 hours and scheduled as either a full-time experience for one year or half-time for two years. Part-time internships may not exceed two calendar years.

Students are responsible for knowing the requirements of their state's psychology board and for arranging an internship that meets those requirements. The internship must be consistent with the requirements described in the PSYC 9100 Internship syllabus.

Students must attend to the following items when arranging the internship:

- **Select an internship site.** The site should supply training duties designed to expand the student's skills and provide the hours necessary to meet the goals outlined in the PSYC 9100 Internship syllabus. Students may arrange a consortium internship that involves more than one site (maximum of three) under the coordinating supervision of a licensed psychologist. The licensed psychologist does not have to work for more than one of the sites. In every case, the internship site must publicly acknowledge the student as a doctoral intern from the psychology program at Walden University.

- **Select an internship supervisor.** Selection of the supervisor is critical to ensuring a successful internship. The internship supervisor facilitates the professional development of the student, promotes development of needed competencies, and evaluates progress and services provided. The primary supervisor must be a licensed psychologist. A secondary supervisor is recommended but not required, and may or may not be a licensed psychologist.
- **Write a supervision contract.** The student and internship supervisor must develop a contract that establishes well-defined goals and boundaries for the internship. The contract must be specific, detailed, and include the following elements:
 1. Supervisor's name and title
 2. Supervisor's licensing state, license number, and type
 3. Description of how and when supervision will be provided
 4. Beginning and ending dates and frequency of supervision
 5. Supervisor's expectations of the trainee
 6. Supervisor's approach to supervision
 7. Signatures of the supervisor and the student
- **Develop an internship training manual.** An internship training manual describing the policies, procedures, and content of the internship must exist and be endorsed by the internship supervisor. If such a manual does not exist at the internship site, the student must create one in cooperation with the internship supervisor.

The educational requirements for PSYC 9100 Internship are specified in the course syllabus. These requirements and those listed below must be reflected in the training manual.

Below is a suggested outline of topics for developing a internship training manual:

18. Training program description
 19. Outcomes/goals of training
 20. Site policies and procedures related to the training program or trainee (e.g., maintaining case files and notes, client confidentiality, site personnel policies)
 21. Linkages with/among departments or sites (if applicable)
 22. Trainee
 - a. Role and responsibilities of trainee
 - b. Self-evaluation
 - c. Adherence to ethical standards
 23. Supervision
 - a. Type of supervision to be provided
 - b. Responsibilities of the supervisor
 - c. Evaluation of trainee
- **Secure student malpractice insurance.** Student malpractice insurance is required for the internship. Students who maintain professional liability insurance as a licensed psychologist or other mental health professional should note that this type of insurance

will *not* substitute for student malpractice insurance. The American Professional Agency provides malpractice insurance for graduate psychology students. Students may contact the American Professional Agency at 1-800-421-6694 and ask for the student department. The American Psychological Association also provides student malpractice insurance. The internship site and Walden University have to be approved by the American Psychological Association to obtain student insurance for internship.

6.2 Completing the Internship Application

Students must submit an internship application no later than the first day of the quarter two quarters prior to the quarter in which the student wishes to begin the internship. In other words, applications are due six months in advance.

Internship Application Deadlines	
Internship Application Due	To Begin the Internship
March 1 (spring quarter)	September 1 (fall quarter)
June 1 (summer quarter)	December 1 (winter quarter)
September 1 (fall quarter)	March 1 (spring quarter)
December 1 (winter quarter)	June 1 (summer quarter)

The Internship Application

The internship application includes the following documents:

1. *Internship Application* form
2. Student's curriculum vitae including a list of clinically oriented courses taken at Walden University or any other university
3. Site brochure(s)
4. Internship supervisor's curriculum vitae
5. Supervision contract
6. Internship training manual
7. Verification of student malpractice insurance including a copy of the policy
8. Notarized statement disclosing any criminal convictions or lack thereof (Misdemeanors need not be reported.)

Students must submit the entire internship application to the faculty member charged with internship coordination. Permission to register for PSYC 9100 Internship is contingent upon approval of the application and the internship site.

6.3 Registering for PSYC 9100 Internship

In order to execute the planned internship experience, students must register for PSYC 9100 Internship. This is a non-credit University course, and students receive a grade of “P” (Pass) or “F” (Unsatisfactory). Registration for this course is limited to students who both meet the prerequisites and who have an approved internship application on file with the faculty member charged with internship coordination.

To register for this course, students must follow regular course registration procedures. Students must register for PSYC 9100 Internship each quarter during the period of the internship. The internship coordinator will assign registered students to a course section. Students must complete a minimum of 1,500 hours in the internship requiring students to register for a minimum of three quarters of PSYC 9100 Internship.

6.4 Executing the Internship and Fulfilling the Course Requirements for PSYC 9100 Internship

Internship is a site experience as well as a University course. Therefore, students must complete site requirements as well as course requirements determined by the course instructor and posted in the syllabus.

Internship Requirements

1. At least 45 percent of the internship must include direct participation in activities such as assessment/testing services, intervention services (individual and group), consultation services, teaching, research, interdisciplinary collaboration, etc.
2. A minimum of two hours of individual supervision must occur each week addressing, in part, the delivery of psychological services rendered by the intern. Additional supervision hours each week may include case conferences involving other trainers or staff development activities. (It is desirable for two or more trainees to be present during the internship period. Some state boards require a minimum of two interns be present to qualify the facility as an internship site. This is not a Walden requirement.)
3. The student must use the title of doctoral intern when signing any site report or document. The student must have approval, by signature, from their internship supervisor for all documents signed as an intern. In every case, the facility must be prepared to publicly acknowledge the student as a doctoral intern from Walden University. All staff at the facility must recognize the student as an intern, and informed consent forms signed by clients must acknowledge the student as a doctoral intern.

Course requirements for PSYC 9100 Internship

4. Students are expected to make weekly e-mail contact with the instructor and other students for PSYC 9100 Internship. This contact should include a report of activities for the week and descriptions of cases or training experiences. The course listserv is used to facilitate this communication.

5. Students may be required to submit samples of their work (e.g., psychological evaluation, theory summary, etc.) depending upon the instructor and the student's specialization.
6. Students are required to submit a progress report in the form of a narrative summary of learning experiences. Students submit a report to the instructor for PSYC 9100 Internship at the end of each quarter. The report should discuss training activities, supervision contacts, and progress toward achieving the objectives and goals of the internship.
7. At the conclusion of the internship, students submit the following items to the internship coordinator:
 - a. Internship assessment form signed by the site supervisor
 - b. Internship documentation form signed by the site supervisor
 - c. A report summarizing the internship experience

6.5 Terminating an Internship

In the event an internship is terminated prior to completion, none of the hours or activities can be transferred to another internship site without the written permission of the PSYC 9100 Internship instructor.

The M.S. in Education Program

The M.S. in Education Program is a 45 credit hour, course-based program. The program offers specializations in classroom education, educational change and innovation, and educational technology.

1.1 Degree Requirements

The M.S. in Education Program requires students to complete specific program and curriculum requirements. Curriculum requirements include the completion of core courses, advanced courses specific to each specialization, and a capstone seminar. Students enrolled in the Educational Technology Specialization are required to attend one in-person class meeting to complete the degree.

M.S. in Education Degree Requirements			
	Classroom Education	Educational Change and Innovation	Educational Technology
Program Requirements	<ul style="list-style-type: none"> • Orientation activities including EDUC 6000 • <i>Program of Study</i> 		
Core Curriculum Requirements	EDUC 6100 EDUC 6120 EDUC 6130 EDUC 6140 EDUC 6150		
Specialized Curriculum Requirements	EDUC 6210 EDUC 6220 EDUC 6230 EDUC 6240 EDUC 6250	EDUC 6310 EDUC 6220 EDUC 6230 EDUC 6340 EDUC 6250	EDUC 6400 EDUC 6420 EDUC 6440 EDUC 6450*
Capstone Seminar Requirement	EDUC 6900		

* Includes a required two week in-person class meeting convening on the Indiana University – Bloomington campus.

1.2 Core Curriculum

Requirements for the degree include successful completion of core courses in five foundation areas: learning, curriculum, evaluation and assessment, learning organizations, and technology. Course descriptions appear in the *University Catalog*.

Core Curriculum

For all specializations, the following five courses comprise the core curriculum:

Learning	EDUC 6100 Learning Theories, Motivation, and Their Relationship to Technology	4 cr.
Curriculum	EDUC 6120 Curriculum Theory and Design	4 cr.
Evaluation and Assessment	EDUC 6130 Program Evaluation and Assessment	4 cr.
Learning Organizations	EDUC 6140 Organizational Behavior and Systems Theory	4 cr.
Technology	EDUC 6150 Critical Survey of Technology	4 cr.

1.3 Specialized Curriculum

In addition to the required core curriculum, students must also complete seminar courses appropriate to their area of specialization. Course descriptions appear in the *University Catalog*.

Classroom Education Specialization

Students pursuing the Classroom Education Specialization must complete seminar courses in each of the program's foundation areas. Students must successfully complete the core course in each foundation area before enrolling in the corresponding advanced seminar.

Learning	EDUC 6210 Seminar: Family and Societal Factors in Education	4 cr.
Curriculum	EDUC 6220 Seminar: Survey of Educational Reform Initiatives	4 cr.
Evaluation and Assessment	EDUC 6230 Seminar: Educational Structures and Decision Making Processes	4 cr.
Learning Organizations	EDUC 6240 Seminar: Resource Development for Educators	4 cr.
Technology	EDUC 6250 Seminar: Computer Technology and Multimedia in Education	4 cr.

Educational Change and Innovation Specialization

Students pursuing the Educational Change and Innovation Specialization must complete seminar courses in each of the program's foundation areas. Students must successfully complete the core course in each foundation area before enrolling in the corresponding advanced seminar.

Learning	EDUC 6310 Seminar: Change Theory and Human Behavior	4 cr.
Curriculum	EDUC 6220 Seminar: Survey of Educational Reform Initiatives	4 cr.
Evaluation and Assessment	EDUC 6230 Seminar: Educational Structures and Decision Making Processes	4 cr.
Learning Organizations	EDUC 6340 Seminar: Economics of Education in an Environment of Change	4 cr.
Technology	EDUC 6250 Seminar: Computer Technology and Multimedia in Education	4 cr.

Educational Technology Specialization

Students pursuing the Educational Technology Specialization must complete four advanced seminar courses. Prerequisites apply and appear in the *University Catalog*.

EDUC 6400 Seminar: Cognition and Technological Instruction	4 cr.
EDUC 6420 Seminar: Integration of Technology into the Curriculum	5 cr.
EDUC 6440 Seminar: Management of Technology for Education	5 cr.
EDUC 6450 Course Development and Delivery Utilizing Technology	6 cr.*

* Includes a required two week in-person class meeting convening on the Indiana University – Bloomington campus.

Capstone Seminar

All specializations require a capstone seminar. Students must complete the capstone seminar in their final quarter of enrollment.

EDUC 6900 Leadership in the Learning Organization	5 cr.
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1.4 Program of Study Form

The M.S. in Education Program requires students to complete a *Program of Study* form at the outset of their studies. Students complete this form during their first quarter of enrollment as a part of the EDUC 6000 Success Strategies in the On-line Environment course. The *Program of Study* is a formal document signed by the student, the EDUC 6000 instructor, the program director, and the vice president for academic affairs. The *Program of Study* form is available on the University Web site.

Completing the *Program of Study* form requires students to look ahead and plan the sequence in which they intend to complete specific courses. Through this exercise,

students form a detailed plan and time line for approaching their studies. It is recognized that students may not be able to enroll in courses in the exact order indicated on the *Program of Study* form.

Students use the *Program of Study* to gauge their progress toward degree completion and are expected to revisit the document at least once per year. Revisions to the *Program of Study* require the approval of the program director and the vice president for academic affairs.

1.5 EDUC 6000 Success Strategies in the On-line Environment

Students in their first quarter of study are required to participate in the non-credit EDUC 6000 Success Strategies in the On-line Environment course. In this course, students learn more about the various tools and technologies available to them, the transfer of credit procedure, the *Program of Study* form, and how to register for courses online.

1.6 Transfer of Credit

Up to 10 quarter credit hours (or six semester hours) may be transferred from a regionally accredited institution into the M.S. program replacing corresponding core course or advanced seminar courses only. No credit will be accepted in transfer if earned more than five years prior to the date of Walden's M.S. degree completion. Credits accepted in transfer may not have been applied to any other graduate or undergraduate degree. Credits from courses earning a grade below "B," 3.0 on a 4.0 scale, will not be accepted in transfer.

1.7 Degree Completion and Graduation

Students must submit the *Application for Graduation from a Master's Program* form during the quarter prior to the quarter in which they intend to graduate. Students must complete the capstone EDUC 6900 Seminar: Leadership in the Learning Organization during the final quarter of enrollment. Capstone seminar enrollment may be contiguous with another course or courses.

The M.S. in Psychology Program

The following sections describe the degree requirements and curriculum for the M.S. in Psychology program. This is a 45 quarter credit hour, course-based program.

2.1 Degree Requirements

The M.S. in Psychology program requires students to complete specific program and curriculum requirements. Curriculum requirements include the completion of core and advanced courses as well as a thesis.

M.S. in Psychology Degree Requirements	
Program Requirements	<ul style="list-style-type: none">• Orientation activities including PSYC 6000• <i>Program of Study</i>
Curriculum Requirements	PSYC 6010 PSYC 6020 PSYC 6110 PSYC 6170 PSYC 6100 or PSYC 6050 or PSYC 6060 PSYC 6030 or PSYC 6040 PSYC 6130 or PSYC 6160 2 electives from the advanced curriculum
Thesis Requirement	PSYC 6190 Thesis

2.2 Core and Advanced Curriculum

Requirements for the degree include the completion of core and advanced courses. Course descriptions appear in the *University Catalog*.

Core Curriculum

All students enrolled in the M.S. in Psychology Program complete the following core courses:

PSYC 6010 Physiology Psychology	4 cr.
PSYC 6020 History and Systems of Psychology	4 cr.
PSYC 6110 Statistics in Psychology	4 cr.
PSYC 6170 Advanced General Psychology	4 cr.

In addition to the above, students choose one course from each of the following categories to fulfill the core curriculum requirement.

One course from the following:

PSYC 6100 Cognitive Psychology	4 cr.
PSYC 6050 Human Motivation	4 cr.
PSYC 6060 Theories of Learning	4 cr.

One course from the following:

PSYC 6030 Group Dynamics	4 cr.
PSYC 6040 Theories of Personality	4 cr.

One course from the following:

PSYC 6130 Principles of Psychological Measurement	4 cr.
PSYC 6160 Research Design	4 cr.

Advanced Curriculum

Students choose two electives from the following advanced curriculum:

PSYC 6120 Psychological Testing	4 cr.
PSYC 6140 Intelligence and Personality Testing I	4 cr.*
PSYC 6150 Intelligence and Personality Testing II	4 cr.*
PSYC 6180 Independent Reading	4 cr.
PSYC 8400 Health Psychology	5 cr.
PSYC 8480 Organizational Psychology	5 cr.
PSYC 8540 Neuropsychology	5 cr.
PSYC 8560 Sports Psychology	5 cr.

* Includes a required two week in-person class meeting convening on the Indiana University – Bloomington campus.

The advanced curriculum also contains a thesis requirement:

PSYC 6190 Thesis	9 cr.
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2.3 Program of Study Form

The M.S. in Psychology Program requires students to complete a *Program of Study* form at the outset of their studies. Students complete this form during their first quarter of enrollment as a part of the PSYC 6000 Success Strategies course. The *Program of Study* is a formal document signed by the student, the PSYC 6000 instructor, the program director, and the vice president for academic affairs. The *Program of Study* form is available on the University Web site.

Completing the *Program of Study* form requires students to look ahead and plan the sequence in which they intend to complete specific courses. Through this exercise, students form a detailed plan and time line for approaching their studies. It is recognized that students may not be able to enroll in courses in the exact order indicated on the *Program of Study* form.

Students use the *Program of Study* to gauge their progress toward degree completion and are expected to revisit the document at least once per year. Revisions to the *Program of Study* require the approval of the program director and the vice president for academic affairs.

2.4 PSYC 6000 Success Strategies

Students in their first quarter of study are required to participate in the non-credit PSYC 6000 Success Strategies course. In this course, students learn more about the tools and technologies available to them, the transfer of credit procedure, the *Program of Study* form, and how to register for courses online.

2.5 Transfer of Credit

With the approval of the program director, students pursuing the M.S. in Psychology may apply for a transfer of up to 10 quarter credits of previous graduate work completed within the last 10 years at a regionally accredited college or university.

Course Delivery System

Walden University delivers master's-level courses online. All courses require proficiency on the World Wide Web and in the use of e-mail and other electronic communication tools. All courses begin on the first working day of the quarter and end on the 20th day of the last (third) month of the quarter. Course offerings vary from quarter to quarter; an updated schedule is available on the University Web site.

Students are advised that program directors and division chairs have read-only access to all on-line course materials and discussions within their respective programs. This access is automatically granted at the beginning of each quarter.

3.1 On-line Instruction

Walden conducts courses online. Students and faculty engage in seminar discussion through e-mail and on-line classrooms accessible through the Internet. Instruction is asynchronous, but regular participation is required. Collaborative group projects are common. A research paper or final project is required in most master's-level courses.

3.2 On-line Instruction with Required In-person Class Meetings

A small number of master's level courses are delivered online and require a brief in-person class meeting or meetings at a University residency or instructional center. Dates and locations are announced prior to registration to facilitate travel planning. These courses are limited in number and only required in certain programs or specializations.

Master's-level courses with a required in-person class meeting include:

EDUC 6450 Course Development and Delivery Utilizing Technology	6 cr.
PSYC 6140 Intelligence and Personality Testing I	4 cr.
PSYC 6150 Intelligence and Personality Testing II	4 cr.

Thesis Time Line, Policies, and Procedures

In master's programs where a thesis is required, the following policies and procedures apply. Students must follow these steps carefully or risk delaying thesis approval.

Registering for PSYC 6190 Thesis Credits

M.S. in Psychology Program students must register for a total of nine credits of PSYC 6190 Thesis over a maximum of three quarters. Prerequisites for matriculating into PSYC 6190 Thesis include the successful completion of 24 credits (including all core courses) and a formally approved thesis supervisory committee. Students may register for PSYC 6190 Thesis during any quarter in which they are working on the proposal or thesis. Registration for PSYC 6190 Thesis takes place during the regular course registration period. Students must register for a minimum of three PSYC 6190 Thesis credits per quarter.

4.1 Step One: Declaring Intent to Graduate

Students declare their intent to graduate by filing a *Declaration of Intent to Graduate* form. Students must successfully complete 24 credits before declaring their intent to graduate. Students must declare their intent to graduate before nominating the thesis supervisory committee.

4.2 Step Two: Nominating the Thesis Supervisory Committee

The thesis supervisory committee advises the student throughout the thesis development process and evaluates the final scholarly document. Students nominate two faculty members from the appropriate academic division to serve on the committee by submitting a *Request for Appointment of the Thesis Supervisory Committee* form to each nominee. Students are responsible for ensuring these forms are signed and forwarded to the University.

The University processes all *Request for Appointment of the Thesis Supervisory Committee* forms within 10 business days of receipt. Committee appointments are approved by the appropriate program director and the associate vice president for academic affairs. Students may not submit a proposal draft until the committee has been officially approved.

Committee Service

The thesis supervisory committee serves until the thesis has been completed and approved. Under special circumstances, the committee may be restructured after work on a thesis has begun. To change a committee member, students must file a new *Request for Appointment of the Thesis Supervisory Committee* form for the new member. Such changes must be approved by the appropriate program director and the associate vice president for academic affairs.

4.3 Step Three: Proposal Approval Process

The proposal presents a detailed plan for the thesis. It defines a specific problem, the related literature, and the intended research methodology (if appropriate). Research-oriented proposals consist of three chapters: the introduction, literature review, and methodology. Non-research oriented proposals include an introduction and literature review. Proposals must follow APA guidelines for form and style.

Prerequisites

Students must have successfully completed 28 credits and have a formally approved thesis supervisory committee before submitting a proposal draft for committee review.

Compliance with Ethical Standards in Research

The University's Institutional Review Board reviews all proposed research studies (including thesis proposals) for compliance with ethical standards in research. Details on the review process appear in Part 5, Chapter 4 *Compliance with Ethical Standards in Research*. All students must submit a *Request to the Institutional Review Board for Approval to Conduct Research* form to their committee chair. The committee chair reviews, signs, and forwards the form to the associate vice president for academic affairs. Proposals *will not* be approved by the University without Institutional Review Board approval on file. Failure to apply for the Institutional Review Board's approval will delay the proposal process.

Thesis Supervisory Committee Review of the Proposal

The thesis supervisory committee chair reviews preliminary drafts of the proposal to help the student clarify the framework for the thesis. When satisfied with the proposal, the committee chair authorizes the student to submit the proposal to the other committee member for review. Additional revisions to the proposal are likely to result from the second committee member's suggestions.

When both committee members determine that the proposal is sound in scholarly substance, quality, and integrity, they so indicate on the *Request for the Approval of the Thesis Proposal* form and forward the form to the University. Following committee approval of the proposal, the student must submit a final file copy of the proposal, along with a copy of the *Request to the Institutional Review Board for Approval to Conduct Research* form to the University. The student may then proceed with the thesis.

4.4 Step Four: Preparing the Thesis for Review

In consultation with committee members, the student prepares the thesis for review. The thesis must follow APA guidelines for form and style. The thesis should be in journal article style with appendices as needed.

Prerequisites

Before submitting a draft of the thesis for committee review, the student must successfully complete all courses (except the thesis course). The student must also have a formally approved proposal and *Request to the Institutional Review Board for Approval to Conduct Research* form on file in the Office of Student Records.

Committee Review of the Thesis

The committee chair reviews preliminary drafts of the thesis. When satisfied that the manuscript meets University criteria, the committee chair authorizes the student to submit the draft to the other committee member for review. The *Request for Scheduling the Thesis Oral Presentation* forms should accompany the draft.

Upon receipt of the draft, the second committee member has 10 business days to review the manuscript for master's-level scholarly substance, quality, and integrity. Additional suggestions for revision are likely to result from the second member's review. In such cases, the committee member informs the committee chair who communicates the requested revisions to the student.

When the committee members are satisfied with the thesis, they so indicate by submitting the *Request for Scheduling the Thesis Oral Presentation* forms to the University. At this point, the student submits two copies of the committee-endorsed draft of the thesis to the University.

University Review of the Thesis

The University formally reviews the committee-endorsed thesis draft within 15 business days of receiving both manuscript copies and all *Request for Scheduling the Thesis Oral Presentation* forms. If concerns or suggestions for revisions result from this review, the committee chair is notified and supervises the revisions.

4.5 Step Five: Thesis Oral Presentation

Students present their thesis via teleconference with their committee members. The oral presentation may commence only after the thesis has been approved by the University. Both committee members are required to participate in the oral presentation teleconference.

Students are responsible for arranging and paying for the teleconference, including confirming the date and time with each committee member. Committee members must be allowed 10 business days to prepare for the oral presentation teleconference. The oral presentation teleconference must be recorded by a *teleconference/telephone company*. One copy of the recording must be sent to the University. Most telephone companies offer these services and are listed in the yellow pages under "Teleconferencing Services."

Oral Presentation Outcome

During the oral presentation, committee members may determine that revisions to the thesis are necessary. In such an event, the committee chair will oversee modifications and assist the student to satisfy the stipulated changes.

When all requested changes have been made, the committee chair authorizes the student to forward the revised manuscript and *Approval Pages* to the second committee member for final review. When both committee members determine that the revisions have been made to their satisfaction, they so indicate on the *Approval Pages* and forward the pages to the University. Following committee approval of the thesis, the student must submit a copy of the approved thesis to the University for form and style review.

4.6 Step Six: Form and Style Review

The dissertation/thesis editor completes a form and style review when all *Approval Pages* are received. Form and style revisions may be requested. Students submit a final copy of the manuscript after all form and style changes are made.

4.7 Step Seven: Final Approval by the Vice President for Academic Affairs

The vice president for academic affairs officially reviews all theses for quality and integrity of scholarship on behalf of the University.

Final Approval Outcome

In the event the vice president for academic affairs does not approve a thesis, the committee chair is notified of the concerns preventing final approval. The vice president for academic affairs may also indicate a course of action to remedy those concerns. In such cases, the committee chair communicates the vice president's decision to the student and supervises the necessary changes. The committee chair informs the other committee member of the student's progress as well.

When satisfied the vice president's concerns have been addressed, the committee chair authorizes the student to send copies of the revised manuscript to the other committee member and the vice president for academic affairs. The vice president for academic affairs reviews the revised manuscript and informs the committee chair of the outcome.

The vice president for academic affairs indicates final approval of the thesis by signing an approval page. If all stipulated deadlines have been met, tuition charges will cease on the last day of the quarter even if the vice president for academic affairs requires additional revisions before granting final approval.

The registrar will not validate students until the vice president indicates final approval. (See Part 4, Chapter 6 *Degree Completion and Graduation*.)