

1998-99

Student Handbook

Part 1 Chapter 1

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

The following sections describe the degree requirements and curriculum for the Ph.D. in Applied Management and Decision Sciences Program. This is a 128 quarter credit hour, KAM-based program. Students may elect the general program; an established specialization in operations research, leadership and organizational change, or finance; 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. Students must also satisfy specific program requirements, as well as the University's residency requirement for doctoral students.

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

Students seeking 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.

Each KAM requires mastery of broad conceptual and historical knowledge of a subject area, in-depth research-based understanding and analysis of related theoretical and practical issues, and the ability to apply integrated knowledge to problems of professional significance through written work based on readings. Therefore, each KAM has three components representing the breadth, depth, and application sections. These components are identified individually by title and number.

General Program

The 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 quarter credits)

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 quarter credits)

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 quarter credits)

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 quarter credits)

SBSF 8410: Logic of Scientific Inquiry (5 cr.)

SBSF 8420: Research Design and Methods (5 cr.)

SBSF 8430: Demonstrating Research Competence (4 cr.)

Advanced KAM V: Organizational Dynamics and Development (14 quarter credits)

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 quarter credits)

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 quarter credits)

AMDS 8710: Case Study Research (5 cr.)

AMDS 8720: Current Case Study Research (5 cr.)

AMDS 8730: Case Study in Applied Management (4 cr.)

1.3 Operations Research Specialization

The Applied Management and Decision Sciences Program offers an Operations Research Specialization. Students admitted to this program specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 quarter credits)

SBSF 8111: Theories of Societal and Cultural 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 quarter credits)

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 quarter credits)

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 quarter credits)

AMDS 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 quarter credits)

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 quarter credits)

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 quarter credits)

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.)

1.4 Leadership and Organizational Change Specialization

The Applied Management and Decision Sciences Program offers a Leadership and Organizational Change Specialization. Students admitted to this program specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 quarter credits)

SBSF 8110: Principles 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 quarter credits)

SBSF 8210: Principles 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 quarter credits)

SBSF 8310: Principles 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: Research Design (14 quarter credits)

SBSF 8410: Logic of Scientific Inquiry (5 cr.)
SBSF 8420: Research Design and Methods (5 cr.)
SBSF 8430: Demonstration of Research Competence (4 cr.)

Advanced KAM V: Leadership Development (14 quarter credits)

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 quarter credits)

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 quarter credits)

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.)

1.5 Finance Specialization

The Applied Management and Decision Sciences Program offers a Finance Specialization. Students admitted to this program specialization complete the following curriculum components:

Core KAM I: Principles of Societal Development (14 quarter credits)

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 quarter credits)

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 quarter credits)

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: Research Design (14 quarter credits)

AMDS 8413: Logic of Scientific Inquiry for Financial Managers (5 cr.)

AMDS 8423: Experimental Design in Financial Research (5 cr.)

AMDS 8433: Applied Research Design for Financial Analysis (4 cr.)

Advanced KAM V: Corporate Financial Theory (14 quarter credits)

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 quarter credits)

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 quarter credits)

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.)

1.6 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 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 which 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.

Part 1 Chapter 2

The Ph.D. in Education Program

The following sections describe the degree requirements and curriculum for the Ph.D. in Education Program. This is a 128 quarter credit hour, predominantly KAM-based program. Students may elect the general program; an established specialization in educational technology or adult education leadership; 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 which includes both KAM demonstrations and on-line courses. In addition, all doctoral students research and write a dissertation. Students must also satisfy specific program requirements, as well as the University’s residency requirement for doctoral students.

Ph.D. in Education Degree Requirements			
	General Program and Self-Designed Specializations	Educational Technology Specialization	Adult Education Leadership Specialization
Program Requirements	<ul style="list-style-type: none"> Orientation activities Professional Development Plan WIN 1 Orientation WIN 2 Seminar 	<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 quarter credits) 	<ul style="list-style-type: none"> Core KAMs I, II, III, and IV (56 quarter 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 quarter 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 quarter credits) 		
Residency Requirement	<ul style="list-style-type: none"> 32 residency units 		

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.

All students seeking 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 Education program or a self-designed specialization complete three specialized KAMs unique to the Education curriculum. Students pursuing the Educational Technology or Adult Education Leadership Specializations complete a series of on-line courses in place of the advanced KAMs.

Each KAM requires mastery of broad conceptual and historical knowledge of a subject area, in-depth research-based understanding and analysis of related theoretical and practical issues, and the ability to apply integrated knowledge to the problems of professional significance through written work based on readings. Therefore, each KAM has three components representing the breadth, depth, and application sections. These components are identified individually by title and number.

General Program

The 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 quarter credits)

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 quarter credits)

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 quarter credits)

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 quarter credits)

SBSF 8410: Logic of Scientific Inquiry (5 cr.)

SBSF 8420: Research Design and Methods (5 cr.)

SBSF 8430: Demonstrating Research Competence (4 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation (14 quarter credits)

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 Utilizing Learning Theories (4 cr.)

Specialized KAM VI: Learning Institutions: Organization, Purpose, Goals, and Missions (14 quarter credits)

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 quarter credits)

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.)

2.3 Educational Technology Specialization

The Ph.D. in Education Program offers an Educational Technology Specialization. Students admitted to this specialization complete core KAMs I, II, III, and IV from the general Education program. The specialized curriculum requirements for the Educational Technology Specialization include the on-line courses listed below.

Learning and Teaching (12 quarter credits)

EDUC 6150: Critical Survey of Technology (4 cr.)

EDUC 6400: Cognition and Technological Instruction (4 cr.)

One elective course 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 (17 quarter credits)

EDUC 6250: Seminar: Computer Technology and Multimedia in Education (4 cr.)

EDUC 6440: Seminar: Management of Technology for Education (5 cr.)

Two elective courses 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 (13 quarter credits)

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 ten day residency requirement scheduled each June/July at Indiana University-Bloomington. This residency may be applied to the 32 residency units required of doctoral students.*

2.4 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. Students admitted to this specialization complete core KAMs I, II, III, and IV from the general Education program. The specialized curriculum requirements for the Adult Education Leadership Specialization include the on-line courses listed below.

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 (15 quarter credits)

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 (13-20 quarter credits)

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.)

Research Applications in Adult Education (14 quarter credits)

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.)

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

2.5 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 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 which 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.

Part 1 Chapter 3

The Ph.D. in Health Services Program

The following sections describe the degree requirements and curriculum for the Ph.D. in Health Services Program. This is a 128 quarter 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. Students must also satisfy specific program requirements, as well as the University's residency requirement for doctoral students.

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

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.

Each KAM requires mastery of broad conceptual and historical knowledge of a subject area, in-depth research-based understanding and analysis of related theoretical and practical issues, and the ability to apply integrated knowledge to problems of professional significance through written work based on readings. Therefore, each KAM has three components representing the breadth, depth, and application sections. These components are identified individually by title and number.

General Program

The 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 quarter credits)

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 quarter credits)

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 quarter credits)

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 quarter credits)

SBSF 8410: Logic of Scientific Inquiry (5 cr.)

HLTH 8420: Research Design and Methods (5 cr.)

HLTH 8430: Demonstrating Research Competence (4 cr.)

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

(14 quarter credits)

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 quarter credits)

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 quarter credits)

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.)

3.3 Community Health Specialization

The 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 pursuing the Community Health Specialization concentrate in community health assessment, policy, or assurance. 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 quarter credits)

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 quarter credits)

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 quarter credits)

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 quarter credits)

SBSF 8410: Logic of Scientific Inquiry (5 cr.)
HLTH 8421: Research Design and Methods: Community Health (5 cr.)
HLTH 8431: Demonstrating Research Competence: Community Health (4 cr.)

Advanced KAM V: Advanced Theory, Methods, and Practice in Health Services
(14 quarter credits)

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 quarter credits)

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 quarter credits)

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.)

3.4 Health Administration Specialization

The 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 pursuing the Health Administration Specialization 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 quarter credits)

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 quarter credits)

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 quarter credits)

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 quarter credits)

SBSF 8410: Logic of Scientific Inquiry (5 cr.)

HLTH 8423: Research Design and Methods: Health Administration (5 cr.)

HLTH 8433: Demonstrating Research Competence: Health Administration (4 cr.)

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

(14 quarter credits)

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 quarter credits)

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 quarter credits)

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.)

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 pursuing the Health and Human Behavior Specialization 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 quarter credits)

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 quarter credits)

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 quarter credits)

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 quarter credits)

SBSF 8410: Logic of Scientific Inquiry (5 cr.)

HLTH 8424: Research Design and Methods: Health and Human Behavior (5 cr.)

HLTH 8434: Demonstrating Research Competence: Health and Human Behavior (4 cr.)

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

(14 quarter credits)

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 quarter credits)

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 quarter credits)

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.)

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 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 which 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.

Part 1 Chapter 4

The Ph.D. in Human Services Program

The following sections describe the degree requirements and curriculum for the Ph.D. in Human Services Program. This is a 128 quarter credit hour, KAM-based program. Students may elect the general program; an established specialization in social work, counseling, criminal justice, 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. Students must also satisfy specific program requirements, as well as the University's residency requirement for doctoral students.

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

Students seeking the Ph.D. in Human Services 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 Human Services curriculum. Students choosing a specialization complete advanced KAMs appropriate to their specific area of study.

Each KAM requires mastery of broad conceptual and historical knowledge of a subject, in-depth understanding and analysis of related theoretical and practical issues, and the ability to apply integrated knowledge to problems of professional significance through written work based on readings. Therefore, each KAM has three components representing the breadth, depth, and application sections. These components are identified individually by title and number.

General Program

The 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 quarter credits)

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 quarter credits)

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 quarter credits)

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 quarter credits)

SBSF 8410: Logic of Scientific Inquiry (5 cr.)

SBSF 8420: Research Design and Methods (5 cr.)

SBSF 8430: Demonstrating Research Competence (4 cr.)

Advanced KAM V: Advanced Theory and Practice in Human Services (14 quarter credits)

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 quarter credits)

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 quarter credits)

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.)

4.3 Social Work Specialization

The Ph.D. in Human Services Program offers a Social Work Specialization. Students pursuing the Social Work Specialization are required to concentrate in either clinical social work or human services administration. More information on these concentrations appears in the *University Catalog*.

Students applying to this specialization must first complete core KAMs I, II, and III from the general program. Students then write the Learning Agreement for KAM IV and include a completed *Intent to Declare a Specialization in Human Services* form (available on the program web site) when sending the Learning Agreement to assessors. This form will be reviewed by the first assessor (the student's faculty mentor) and the program director. 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 approval by the program director and notification from the Office of Academic Affairs, the student may proceed with KAM IV, integrating content appropriate to the specialization into the depth and application sections. Students then complete the advanced, or specialized curriculum requirements for the Social Work Specialization as stated below. The dissertation must also reflect the specialization.

Advanced KAM V: Advanced Theory and Practice in Human Services (14 quarter credits)

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

HUMN 8521: Contextual Evaluation of Contemporary Theories and Models in Human Services:

Social Work (5 cr.)

HUMN 8531: Integrating Theory and Practice in Human Services: Social Work (4 cr.)

Advanced KAM VI: Intervention Strategies in Human Services (14 quarter credits)

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

HUMN 8621: Human Services Delivery Systems and Ethical Considerations: Social Work (5 cr.)

HUMN 8631: Integrating Intervention Strategies and Ethical Practice: Social Work (4 cr.)

Advanced KAM VII: Advanced Case Study in Human Services (14 quarter credits)

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

HUMN 8721: Relating Case Studies to Applied Change in Human Services: Social Work (5 cr.)

HUMN 8731: A Case Study of Applied Change in Human Services: Social Work (4 cr.)

4.4 Counseling Specialization

The Ph.D. in Human Services Program offers a Counseling Specialization. Students applying to this specialization must first complete core KAMs I, II, and III from the general program. Students then write the Learning Agreement for KAM IV and include a completed *Intent to Declare a Specialization in Human Services* form (available on the program web site) when sending the Learning Agreement to assessors. This form will be reviewed by the first assessor (the student's faculty mentor) and the program director. 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 approval by the program director and notification from the Office of Academic Affairs, the student may proceed with KAM IV, integrating content appropriate to the specialization into the depth and application sections. Students then complete the advanced, or specialized curriculum requirements for the Counseling Specialization as stated below. The dissertation must also reflect the specialization.

Advanced KAM V: Advanced Theory and Practice in Human Services (14 quarter credits)

HUMN 8510: Theories and Models of Human Behavior for Professional Practice (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 quarter credits)

HUMN 8610: Advanced Theories of Intervention in Human Services (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 quarter credits)

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

4.5 Criminal Justice Specialization

The Ph.D. in Human Services Program offers a Criminal Justice Specialization. Students applying to this specialization must first complete core KAMs I, II, and III from the general program. Students then write the Learning Agreement for KAM IV and include a completed *Intent to Declare a Specialization in Human Services* form (available on the program web site) when sending the Learning Agreement to assessors. This form will be reviewed by the first assessor (the student's faculty mentor) and the program director. 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 approval by the program director and notification from the Office of Academic Affairs, the student may proceed with KAM IV, integrating content appropriate to the specialization into the depth and application sections. Students then complete the

advanced, or specialized curriculum requirements for the Criminal Justice Specialization as stated below. The dissertation must also reflect the specialization.

Advanced KAM V: Advanced Theory and Practice in Human Services (14 quarter credits)

HUMN 8510: Theories and Models of Human Behavior for Professional Practice (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 quarter credits)

HUMN 8610: Advanced Theories of Intervention in Human Services (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 quarter credits)

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

4.6 Social Policy Analysis and Planning Specialization

The Ph.D. in Human Services Program offers a Social Policy Analysis and Planning Specialization. Students applying to this specialization must first complete core KAMs I, II, and III from the general program. Students then write the Learning Agreement for KAM IV and include a completed *Intent to Declare a Specialization in Human Services* form (available on the program web site) when sending the Learning Agreement to assessors. This form will be reviewed by the first assessor (the student's faculty mentor) and the program director. 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 approval by the program director and notification from the Office of Academic Affairs, the student may proceed with KAM IV, integrating content appropriate to the specialization into the depth and application sections. Students then complete the advanced, or specialized curriculum requirements for the Social Policy Analysis and Planning Specialization as stated below. The dissertation must also reflect the specialization.

Advanced KAM V: Advanced Theory and Practice in Human Services (14 quarter credits)

HUMN 8510: Theories and Models of Human Behavior for Professional Practice (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 quarter credits)

HUMN 8610: Advanced Theories of Intervention in Human Services (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 quarter credits)

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

4.7 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 a Self-Designed Specialization

Students wishing to pursue a program of study which reflects a self-designed specialization in human services must first complete core KAMs I, II, and III from the general program. Students then write the Learning Agreement for KAM IV and include a completed *Intent to Declare a Specialization in Human Services* form (available on the program web site) when sending the Learning Agreement to assessors. This form will be reviewed by the first assessor (the student's faculty mentor) and the program director. Upon approval by the program director and notification from the Office of Academic Affairs, the student may proceed with KAM IV, integrating content appropriate to the specialization into the depth and application sections. The self-designed specialization must be reflected in the advanced KAMs and the dissertation as well. Academic work which 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.

The Professional Development Plan

Walden University requires students enrolled in KAM-based doctoral programs to write a Professional Development Plan (PDP) at the outset of their studies. The following sections detail the policies and procedures related to the Professional Development Plan.

5.1 Purpose of the Professional Development Plan

Through the Professional Development Plan, students develop a personalized blueprint for approaching their Walden doctoral studies. The process of writing the Professional Development 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.

Students conceptualize the Professional Development Plan in close consultation with their first year advisor, who will review and approve the final document. Students are urged to review their Professional Development Plan with their faculty mentor on an annual basis to assess their progress and growth.

Students may 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 major parts: a description of personal and professional goals, a description of educational background and research proficiency, and the development of an anticipated plan of study.

Part 1: Description of Personal and Professional Goals

In this section, students introduce themselves, 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 support the direction of study established in part one. Students explain what academic and research proficiencies they bring to the program and identify areas to improve while a Walden student. Students are encouraged to claim credit for individual knowledge, skills, and accomplishments.

Categories 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;
- and the 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: Development of a Plan of Study

After evaluating personal and professional goals and assessing their educational background and research proficiency, students conclude the Professional Development Plan with the development of an individualized plan of study and anticipated time line for degree completion. The result is a specialized curriculum designed to meet a student’s individual interests and goals.

Part three begins with a summary of the student’s overall learning goals as they relate to the intended field of study. This summary is followed by a brief explanation of the academic topics and professional issues to be explored in each of the seven KAMs. For students in the Applied Management and Decision Sciences Program and the Education Program, the explanation of KAM topics results in one brief paragraph for each KAM. Education students pursuing the Educational Technology Specialization or Adult Education Leadership Specialization must also complete a form *Program of Study* form.

Students enrolled in the Health Services and Human Services Programs substitute a worksheet detailing their anticipated plan of study for these paragraphs. This worksheet and procedures for completion are available on the Walden web site.

Students conclude part three with a time line, identifying intended completion dates for the various program requirements along with an explanation of the personal and professional adjustments necessary to make doctoral studies a priority.

Developing KAM Topics

Students develop KAM topics to demonstrate their understanding of the academic content of the Walden curriculum and how their individual experiences can be integrated into the seven KAMs to meet personal learning goals.

Students consult frequently with their first year advisor while developing KAM topics. Students are encouraged to review their curriculum guide carefully and become familiar with the distinctions between the breadth, depth, and application components of a KAM. Students reflect upon the content of each KAM and how it relates to their personal and professional experiences and academic goals. Once students are familiar with the subject matter encompassed by the KAM, they often discuss the theories and models to be surveyed in the breadth section with their first year advisor and brainstorm potential topics for the depth and application components. Students pursuing specialized studies will need to demonstrate that all KAM topics clearly support their specialization.

Walden University recognizes and expects that students' academic interests will continue to develop and evolve over the course of their educational experience. Students pursuing specialized studies, who wish to make significant changes to their program of study, will need to consult closely with their faculty mentor and program director to ensure all KAM work supports the change. This could mean revising components of some completed KAMs to reflect the change.

Developing a Time Line

Walden asks students to develop a time line to demonstrate their understanding of degree requirements and the time commitment required to be successful. This exercise allows students the opportunity to create an individualized plan for completing all degree requirements within a specific time frame. Students consult with their faculty advisor when developing the time line. Like all parts of the Professional Development Plan, the time line will be used as a gauge and may be revised at any time.

Walden suggests students approach program planning by grouping degree requirements into stages of progress. This approach works well when students 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 be prepared to incorporate flexibility in their time line.

Students should also include a discussion of 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 significant time and energy to doctoral studies and the potential lifestyle changes that could result.

5.3 Professional Development Plan Approval Process

Students submit the completed 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 approves the plan and forwards it to the Office of Academic Affairs for review by the appropriate program director. 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.
- 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 is appropriate 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.
- In programs where a formal *Program of Study* form is required, the form must carry the signature of the student, program director, and vice president for academic affairs.

Part 1 Chapter 6

The Learning Agreement

Walden University requires students enrolled in KAM-based programs to write a Learning Agreement (LA) for each of the seven Knowledge Area Modules. The Learning Agreement serves as the blueprint for the KAM, describes the student's academic intentions, and acts as a contract between the student and the KAM assessor(s). Through the Learning Agreement, students set specific objectives for the learning to be accomplished for each 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.

All Learning Agreements and KAMs require a first assessor. A second assessor is required for the student's initial KAM, KAM IV, and KAM VII.

First Assessors

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 all other KAMs, students choose the first assessor. When choosing assessors, students may wish to consult with 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 to the particular KAM and topic.

Second Assessors

Second assessors are required for the initial KAM, KAM IV, and KAM VII. The program director assigns the second assessor, taking into consideration the student's program, specialization, the specific KAM, and the qualifications and expertise of available faculty members.

Assessor Policies

The following policies apply to assessor selection and assignment:

- 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.

6.3 Learning Agreement Approval Process

Walden advises students to review the Learning Agreement approval process carefully. Students who deviate from these procedures risk a delay 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 working days (not including mailing time) to evaluate the Learning Agreement. Should the first assessor determine changes are necessary, the document is returned to the student for revision. Should the first assessor approve the Learning Agreement as submitted, the material is forwarded 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 working days (not including mailing time) to evaluate the Learning Agreement. Should the second assessor determine changes are necessary, the document is returned to the student for revision. Should the second assessor approve the Learning Agreement as submitted, the material is forwarded 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 evaluate the Learning Agreement within five working days. Should the program director determine changes are necessary, the document is returned to the student for revision, and the program director 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 working 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

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 ability to apply integrated knowledge to problems of professional significance. The following sections detail the policies and procedures related to the Knowledge Area Module.

7.1 Purpose of the Knowledge Area Module

Through research, writing, learning activities, and interaction with other students and faculty members, students in KAM-based programs complete a self-directed learning process, the basis of the KAM curriculum. Through this process, students develop an advanced level of knowledge and understanding of their chosen field of study. As a result, students produce a learning demonstration for each KAM as evidence of competency and academic achievement equivalent to 14 quarter credits.

7.2 Developing the Knowledge Area Module

Completion of 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 applies 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 for an overview of major theories, theorists, schools of thought, paradigms, etc. related to the topic of the KAM. This section is intended to be broad and is not specific to a profession.

Depth

The depth component requires students to demonstrate a more 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 the 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 an essay, 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 it meets the objectives outlined in the corresponding Learning Agreement and is doctoral-level work. Assessor selection occurs when students write the Learning Agreement (see Part 1, Chapter 6).

7.4 KAM Approval Process

Walden advises students to review the KAM approval process carefully. Students who deviate from these procedures risk delaying 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 assuring their Learning Agreements have been approved prior to developing a KAM demonstration. KAM demonstrations submitted without an approved Learning Agreement 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 working days (not including mailing time) to evaluate the KAM demonstration. Should the first assessor determine changes are necessary, the document is returned to the student for revision. Should the first assessor approve the KAM demonstration as submitted, the material is forwarded 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 working days (not including mailing time) to evaluate the KAM demonstration. Should the second assessor determine changes are necessary, the document is returned to the student for revision. Should the second assessor approve the KAM demonstration as submitted, the material is forwarded 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 evaluate the KAM demonstration within five working days.

Should the program director determine changes are necessary, the document is returned to the student for revision, and the program director 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 working 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

The completion of each KAM is worth 14 quarter credits. Upon final approval and ratification of a KAM, the registrar awards 14 credits 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. Students may not earn partial credit for the completion of individual KAM components.

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.

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.

8.1 WIN 1 Orientation

Students in KAM-based programs complete the WIN 1 Orientation within their first four months of enrollment. The WIN 1 Orientation is a non-credit bearing program requirement. If it is not completed within 30 days of the completion of the New Student Orientation Residency, 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.

8.2 WIN 2 Seminar

Students in KAM-based programs 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 for KAM IV. Walden strongly encourages students to complete the WIN 2 Seminar in conjunction with their work on KAM IV.

Eligible students are contacted via e-mail two weeks before the start of a new quarter with registration instructions.

Part 2 Chapter 1

The Ph.D. in Professional Psychology Program

The following sections describe the degree requirements and curriculum for the Ph.D. in Professional Psychology Program. This is a 127 quarter credit hour, course-based program. Psychology students are admitted into one of the program's specializations in academic, clinical, counseling, health, organizational, school, 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. The curriculum emphasizes theoretical and research-derived knowledge that guides professional practice and enhances opportunities for psychologists to function as change agents for the betterment of society.

1.2 Degree Requirements

The degree requirements for the Ph.D. in Professional Psychology Program vary depending upon specialization. Psychology specializations are divided into the categories of licensure-oriented specializations and non-licensure specializations.

Ph.D. in Professional Psychology Program Specializations	
Licensure-Oriented Specializations	<ul style="list-style-type: none">• Clinical Psychology• Counseling Psychology• School Psychology
Non-Licensure Specializations	<ul style="list-style-type: none">• Academic Psychology• Health Psychology• Organizational Psychology• Sport Psychology

Degree Requirements for Licensure-Oriented Specializations

The Clinical, Counseling, and School Psychology Specializations are designed to prepare graduates for licensure as a psychologist. 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. In addition, students in these specializations must meet minimum enrollment and residency requirements must complete an academic year in residence (see Part 4, Chapter 1).

Ph.D. in Psychology Degree Requirements for Licensure-Oriented Specializations			
Specializations	Clinical Psychology	Counseling Psychology	School 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	10 core courses PSYC 8200 PSYC 8220 PSYC 8240 PSYC 8260 PSYC 8270 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 quarter credits) 		
Quarterly Enrollment Requirement	<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 		

Degree Requirements for Non-Licensure Specializations

The Academic, Health, Organizational, and Sport Psychology Specializations are designed to prepare graduates for positions in academic settings, health care environments, athletic settings, and business/industry. 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				
Specializations	Academic Psychology	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 11 electives	10 core courses PSYC 8200 PSYC 8220 PSYC 8400 PSYC 8410 PSYC 8460 6 electives	10 core courses PSYC 8200 PSYC 8460 PSYC 8480 PSYC 8520 PSYC 8530 6 electives	10 core courses PSYC 8200 PSYC 8220 PSYC 8400 PSYC 8410 PSYC 8460 6 electives
Dissertation Requirement	<ul style="list-style-type: none"> PSYC 9000: Dissertation (proposal, dissertation, and oral presentation) (27 quarter credits) 			
Quarterly Enrollment Requirement	<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 Core and Advanced Curriculum

The psychology curriculum meets the educational requirements of most state psychology boards. Course descriptions appear in the *University Catalog*. Students must successfully complete all core courses before registering for advanced or elective courses.

Core Curriculum

Ten courses define the core curriculum in all specializations.

PSYC 8000: Professional Development	0 credits
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 Analyses	5 credits
<i>Or</i>	
PSYC 8130: Qualitative Analyses *	5 credits
PSYC 8140: Psychological Research Designs	5 credits

* Students specializing in clinical, counseling, and school psychology must pass PSYC 8120: Quantitative Analyses. All other students may choose either PSYC 8120: Quantitative Analyses or PSYC 8130: Qualitative Analyses to fulfill the core requirement. Students intending to use qualitative methodology in their dissertation research should take PSYC 8130: Qualitative Analyses.

Advanced and Elective Curriculum

PSYC 8200: Psychology of Personality	5 credits
PSYC 8220: Abnormal Psychology	5 credits
PSYC 8230: Advanced Psychopathology	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 8270: Advanced Psychological Testing	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 8565: Human Sexuality	5 credits
PSYC 8570: Grief Therapy	5 credits
PSYC 8580: Psychology of Women	5 credits
PSYC 8590: Prevention in School Psychology	5 credits
PSYC 8600: Independent Readings	5 credits
PSYC 9000: Dissertation	27 credits
PSYC 9100: Internship	0 credits


1.4 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 Program • One core residency • Additional residency requirements as prescribed in admission offer



Part 2 Chapter 2

Instructional Delivery System

Psychology courses are offered via one of three instructional modes. All courses are on-line and 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 of course offerings and syllabi are available on the Walden web site.

The following sections detail the three different instructional modes used in the Ph.D. in Psychology Program. Students are required to complete a minimum of two mode A or mode B courses.

2.1 Mode A: On-line Instruction

Students complete mode A courses on-line, using communication tools available via the World Wide Web and the Walden Information Network. Posted discussions are guided by an instructor, asynchronous in nature, and based on readings assigned by the instructor and posted in the syllabus at the beginning of the quarter. Bi-weekly participation in the on-line discussions is mandatory, and students must keep copies of their postings.

Collaborative group projects are common. A research paper due on the 20th 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 20th 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. On-line instruction includes weekly, asynchronous discussions guided by an instructor and based on assigned readings. Bi-weekly participation in the on-line discussions is mandatory, and students must keep copies of their postings. Collaborative group projects are common. A research paper due on the 20th 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 meet in residence at a University instructional center for one weekend during the middle (second) month of the quarter. The University's instructional centers are located in Bonita Springs, FL; Minneapolis, MN; Ft. 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 another academic residency. Dates and locations are announced prior to course registration to facilitate travel planning. Students are required to attend the class meeting for mode B courses 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 residency 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 20th 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 20th 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. Students are expected to demonstrate critical thinking in their discussion of the presented material. Typically, the presentation includes a written essay complete with references and in APA format. Students are responsible for maintaining regular contact with the instructor and must document all communications. Instructors are responsible for assuring 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 20th 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 are encouraged to 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 version of the syllabus no later than the last day of the first month of the quarter. This may be done on-line. Students must submit a copy of the approved course 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) and procedures for submitting student work.

2.4 Course Evaluation

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

The Professional Development Plan and Program of Study

Students in the Ph.D. in Professional Psychology Program write a Professional Development Plan (PDP) and complete a *Program of Study* (POS) form during the first quarter of enrollment. Students complete both requirements while enrolled in PSYC 8000: Professional Development. 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

Through the Professional Development Plan and a formal *Program of Study*, psychology students develop a personalized blueprint for approaching their Walden doctoral studies.

Professional Development Plan

The process of writing the Professional Development 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.

Students conceptualize the Professional Development Plan in close consultation with their first year advisor, who will review and approve the final document. The psychology division chair also reviews and approves the document. Students are urged to review their Professional Development Plan with their faculty mentor on an annual basis to assess their progress and growth.

Students will 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.

Program of Study

The *Program of Study* is a formal document signed by the student, the program director, and the vice president for academic affairs. It 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. Revisions to the *Program of Study* require the approval of the program director and the vice president for academic affairs. Students are expected to revisit the *Program of Study* at least once each year.

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 introduce themselves, 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 support the direction of study established in part one. 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. Walden encourages students to claim credit for individual knowledge, skills, and accomplishments.

Categories 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; and

- the 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

Students complete the *Program of Study* form and identify in what sequence they intend to complete core, advanced, and elective courses, as well as residency requirements. It is recognized that students may not be able to enroll in courses in the exact order indicated on the *Program of Study* form. The *Program of Study* form may be downloaded from the University web site.

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 approves the plan and forwards it to the Office of Academic Affairs for review by the appropriate program director. 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.
- 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 is appropriate to the student's educational background and goals.

Part 2 Chapter 4

PSYC 8270 Advanced Psychological Testing

PSYC 8270: Advanced Psychological Testing is required for students enrolled in the Clinical Psychology Specialization and the School 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 course instructor. 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.

4.2 Completing the Permission to Register for PSYC

8270: Advanced Psychological Testing Application

Students must submit an application in order to gain 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 commencement 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.



Part 2 Chapter 5

PSYC 8280

Practicum

Practicum is one of the required, defining experiences of doctoral study for students specializing in clinical, counseling, and school 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

In order 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

- PSYC 8230 Advanced Psychopathology
- PSYC 8260: Ethics and Standards of Professional Practice
- PSYC 8270: Advanced Psychological Testing

Counseling Psychology Specialization

- PSYC 8220: Abnormal Psychology
- PSYC 8250: Psychological Appraisals
- PSYC 8260: Ethics and Standards of Professional Practice

School Psychology Specialization

- PSYC 8220: Abnormal Psychology
- PSYC 8260: Ethics and Standards of Professional Practice
- PSYC 8270: Advanced Psychological Testing

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 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:
 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 (e.g., behavioral)
 7. 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. Student’s curriculum vitae
3. Site brochure(s)
4. Practicum supervisor’s curriculum vitae
5. Supervision contract

6. Practicum training manual
7. Verification of student malpractice insurance including a copy of the policy cover sheet
8. 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.

The practicum application process also includes a portfolio review. The purpose of this review is to determine if the student has completed appropriate academic work in preparation for practicum. Students must complete the *Portfolio Review* form and submit it to the practicum coordinator for review 60 days before the field experience is to begin. Permission to register for PSYC 8280: Practicum is contingent on passing the portfolio review.

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 class residency 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. The journal entries should focus on the student's experiences in the practicum, perceptions of their strengths and weaknesses, what they have learned about themselves, what skills they have developed, and what challenges they are facing. These will be shared only with the instructor for PSYC 8280: Practicum and kept confidential. They will be returned 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.



Part 2 Chapter 6

PSYC 9100

Internship

An internship is required for students enrolled in the Clinical, Counseling, and School Psychology Specializations, and is one of the critical experiences of doctoral study for students in these specializations. Students enrolled in the Academic, Health, Organizational, and Sport Psychology Specializations 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 C University course, students must complete the following steps:

1. Arrange for the internship
2. Complete the internship application
3. Register for PSYC 9100: Internship
4. 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 goals outlined in the PSYC 9100: Internship syllabus. Students may arrange a consortium internship which 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 which 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.

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. Trainee
 1. Role and responsibilities of trainee
 2. Self-evaluation
 3. Adherence to ethical standards
 6. Supervision
 1. Type of supervision to be provided
 2. Responsibilities of the supervisor
 3. 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 trainees 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 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.

Part 3 Chapter 1

The M.S. in Education Program

The following sections describe the degree requirements and curriculum for the M.S. in Education Program. This is a 45 quarter 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 academic residency 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 two week residency requirement convening on the Indiana University – Bloomington campus.

1.2 Core Curriculum

Requirements for the degree include successful completion of 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 define the core curriculum:

Learning

EDUC 6100: Learning Theories, Motivation, and Their Relationship to Technology
..... 4 credits

Curriculum

EDUC 6120: Curriculum Theory and Design 4 credits

Evaluation and Assessment

EDUC 6130: Program Evaluation and Assessment 4 credits

Learning Organizations

EDUC 6140: Organizational Behavior and Systems Theory 4 credits

Technology

EDUC 6150: Critical Survey of Technology 4 credits

1.3 Specialized 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 the following seminar courses:

Learning

EDUC 6210 Seminar: Family and Societal Factors in Education 4 credits

Curriculum

EDUC 6220 Seminar: Survey of Educational Reform Initiatives 4 credits

Evaluation and Assessment

EDUC 6230 Seminar: Educational Structures and Decision Making Processes
..... 4 credits

Learning Organizations

EDUC 6240 Seminar: Resource Development for Educators 4 credits

Technology

EDUC 6250 Seminar: Computer Technology and Multimedia in Education ... 4 credits

Educational Change and Innovation Specialization

Students pursuing the Educational Change and Innovation Specialization must complete the following seminar courses:

Learning

EDUC 6310 Seminar: Change Theory and Human Behavior 4 credits

Curriculum

EDUC 6220 Seminar: Survey of Educational Reform Initiatives 4 credits

Evaluation and Assessment

EDUC 6230 Seminar: Educational Structures and Decision Making Processes
. 4 credits

Learning Organizations

EDUC 6340 Seminar: Economics of Education in an Environment of Change
. 4 credits

Technology

EDUC 6250 Seminar: Computer Technology and Multimedia in Education . . . 4 credits

Educational Technology Specialization

Students pursuing the Educational Technology Specialization must complete the following seminar courses:

EDUC 6400 Seminar: Cognition and Technological Instruction 4 credits

EDUC 6420 Seminar: Integration of Technology into the Curriculum 5 credits

EDUC 6440 Seminar: Management of Technology for Education 5 credits

EDUC 6450: Course Development and Delivery Utilizing Technology 6 credits*

* *Includes a residency component. Class meets for two weeks at Indiana University – Bloomington. Attendance is required.*

Capstone Seminar

All specializations require a capstone seminar.

EDUC 6900: Leadership in the Learning Organization 5 credits

1.4 Program of Study

The M.S. in Education Program requires students to complete a *Program of Study* form during their first quarter of enrollment. These require the signature of the student, the first year advisor, the program director and the vice president for academic affairs. The *Program of Study* 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. The *Program of Study* is flexible and may be adjusted at any time. Students are expected to revisit the *Program of Study* at least once each year.

1.5 EDUC 6000

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

Part 3 Chapter 2

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

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 credits
PSYC 6020: History and Systems of Psychology	4 credits
PSYC 6110: Statistics in Psychology	4 credits
PSYC 6170: Advanced General Psychology	4 credits

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 credits
PSYC 6050: Human Motivation	4 credits
PSYC 6060: Theories of Learning	4 credits

One course from the following:

PSYC 6030: Group Dynamics	4 credits
PSYC 6040: Theories of Personality	4 credits

One course from the following:

PSYC 6130: Principles of Psychological Measurement	4 credits
PSYC 6160: Research Design	4 credits

Advanced Curriculum

Students choose two electives from the following advanced curriculum:

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

The advanced curriculum also contains a thesis requirement:

PSYC 6190: Thesis	9 credits
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* Includes a residency component. Attendance is required.

2.3 Program of Study

The M.S. in Psychology Program requires students to complete a *Program of Study* form during their first quarter of enrollment. These require the signature of the student, the first year advisor, the program director and the vice president for academic affairs.

The *Program of Study* 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. The *Program of Study* is flexible and may be adjusted at any time. Students are expected to revisit the *Program of Study* at least once each year.

2.4 PSYC 6000

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



Part 3 Chapter 3

Instructional Delivery System

Walden University delivers master’s level courses on-line. 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 of course offerings is available on the Walden web site. The following sections detail the instructional mode used in Walden’s master’s programs.

3.1 On-line Instruction

Students in master’s programs complete courses on-line, using communication tools available via the World Wide Web and the Walden Information Network. Weekly discussions are guided by an instructor, asynchronous in nature, and based on readings assigned by the instructor and posted in the syllabus at the beginning of the quarter. Collaborative group projects are common. Participation in on-line discussions is mandatory. A research paper or final project is required in most master’s level courses.

3.2 On-line Instruction with a Residency Requirement

A small number of master’s level courses are delivered on-line and include a brief residency requirement. In addition to on-line instruction, students are required to attend a course 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 and specializations.

These courses also utilize electronic communication tools available via the World Wide Web and the Walden Information Network. Weekly discussions are guided by an instructor, asynchronous in nature, and based on readings assigned by the instructor and posted in the syllabus at the beginning of the quarter. Collaborative group projects are common. Participation in the on-line discussions is mandatory. A research paper or final project is required in most master’s level courses.

Master’s level courses with a residency requirement include:

- EDUC 6450: Course Development and Delivery Utilizing Technology 6 credits
- PSYC 6140: Intelligence and Personality Testing I 4 credits
- PSYC 6150: Intelligence and Personality Testing II 4 credits

Academic Residency Requirements and Policies

Residency-based education is an essential part of all Ph.D. programs at Walden University. Select courses at the master's level also incorporate brief residencies. At academic residencies students and faculty engage in seminars, program colloquia, individual advising, and classroom instruction. The following sections detail Walden University's policies, requirements, and options related to academic residencies.

1.1 Types of Academic Residencies for Ph.D. Students

Walden University offers a variety of residency options for Ph.D. students. Each is unique in format, style, duration, and location. All residencies carry a specified number of residency units designated by the number in the title and indicated in the following table. A listing of upcoming residencies appears on the University web site.

Core Academic Residencies

Core residencies comprise the University's annual summer session held during the months of June and July at the University of Indiana at Bloomington (IUB). There are two types of core residencies:

- **Core-13** residencies convene for two weeks at summer session.
- **Core-20** residencies convene for three weeks at summer session.

Continuing Academic Residencies

There are three types of continuing residencies:

- **Continuing-4** residencies convene for four days at a hotel or conference center. Continuing-4 residencies are scheduled 10 months each year (August through May) at various locations across the United States.
- **Continuing-8** residencies consist of 10, eight-hour sessions (usually Saturdays) scheduled over a maximum period of six months. Students must attend a minimum of eight sessions to receive credit; partial credit is not awarded. Continuing-8 residencies are scheduled and announced at least six months in advance, convene with a minimum of 20 students, and take place at one of the University's instructional centers in Bonita Springs, FL; Minneapolis, MN; Ft. Dix, NJ; Phoenix, AZ; and Washington, DC. *The Continuing-8 residency is neither designed nor recommended for psychology students.*
- **Continuing-9** residencies meet 10 weekends over a period of nine months at one of the University's instructional centers in Bonita Springs, FL; Minneapolis, MN; Ft.

Dix, NJ; Phoenix, AZ; and Washington, DC. Students must attend a minimum of nine sessions to receive credit; partial credit is not awarded. Completion of readings and assignments is required. Continuing-9 residencies begin in September and end in May. The sessions are scheduled for Friday evening (6 to 10 p.m.) and all day Saturday (8 a.m. to 5 p.m.) or Saturday evening (6 to 10 p.m.) and all day Sunday (8 a.m. to 5 p.m.). *The Continuing-9 residency is designed exclusively for students in the Ph.D. in Professional Psychology program.*

Summary of Residency Types			
	Location	Duration	Opportunities per year
Core-13 (13 residency units)	Summer Session at IUB	Two weeks	One
Core-20 (20 residency units)	Summer Session at IUB	Three weeks	One
Continuing-4 (4 residency units)	Various cities across the U.S.	Four days	Ten (once each month August through May)
Continuing-8 (8 residency units)	Walden instructional centers	Eight of 10 eight-hour sessions over a maximum period of six months	Varies depending upon enrollment
Continuing-9 (9 residency units)	Walden instructional centers	Nine of 10 weekends over a period of nine months	Varies depending upon enrollment

1.2 Types of Academic Residencies for Master's Students

Select courses in master's programs include brief residency components. The location, duration, and requirements for these residencies vary depending upon program and course. More information appears in the appropriate program chapter.

1.3 Residency Requirements for Doctoral Students

All doctoral students must meet the following residency requirements:

New Student Orientation Residency

Students enrolling in KAM-based Ph.D. programs must attend a New Student Orientation Residency (NSOR) within 90 days of enrollment. Students enrolling in the course-based Ph.D. in Professional Psychology Program must attend the NSOR within 60 days of enrollment. The NSOR is offered at all Continuing-4, Core-13, and Core-20 residencies. Students must complete the NSOR requirement before attending other residencies.

32 Residency Units

Students must complete a minimum of 32 residency units during the course of their program, including one core residency within the first two years of enrollment. Students may attain the 32 residency units by combining core and continuing residencies in any way which meets their needs and priorities, as long as they complete a core residency within the first two years of enrollment.

1.4 Academic Year in Residence for Psychology Students

Students enrolled in the Clinical, Counseling, and School Psychology Specializations of the Ph.D. in Psychology Program, complete an academic year in residence. An academic year in residence is defined as the completion of a series of continuously scheduled instructional sessions held at a Walden University instructional center and occurring over no more than a 14 month period. These sessions are comparable to classroom meetings at conventional, campus-based programs.

The academic year in residence will satisfy the University's residency requirement, as well as prepare students for licensure completion of a residency requirement; completion of the University's academic year in residence program is designed to provide students with a deep understanding of specific residency requirements in their state and for any changes in state requirements which occur.

Clinical, counseling, and school psychology students are advised to choose one of the following preferred options for completing the academic year in residence:

Preferred Options for the Academic Year in Residence		
	Components and Sequence	Duration
Option A	<ul style="list-style-type: none">• Core-20 residency• Continuing-9 residency• Core-20 residency	13 months
Option B	<ul style="list-style-type: none">• Core-13 residency• Continuing-9 residency• Any combination of core and continuing residencies that accumulate to 27 days of residential study	14 months

Depending on a specific state's licensure requirements, some psychology students may possibly fulfill the academic year in residence requirement by completing an alternative equivalency option. Equivalency to an academic year in residence is defined as the completion of 500 hours of face to face contact with faculty at residency sessions during any continuous 24 month period. Alternative equivalency options include the following:

Possible Alternative (Equivalency) Options for the Academic Year in Residence		
	Components and Sequence	Duration
Option C	<ul style="list-style-type: none"> • Core-20 residency • Three Continuing-4 residencies • Core-20 residency 	13 months
Option D	<ul style="list-style-type: none"> • Core-13 residency • Ten Continuing-4 residencies 	24 months
Option E	<ul style="list-style-type: none"> • Core-13 residency • Ten mode B courses • Seven Continuing-4 residencies 	24 months

Contact hours for students pursuing an equivalency option are awarded according to the following schedule:

Contact Hour Schedule		
Residency Type	Duration	Contact Hours Awarded
Core-13	13 days	130 hours
Core-20	20 days	200 hours
One week at summer session*	6 days	60 hours
Continuing-4	4 days	40 hours
Continuing-9	9 weekend meetings	108 hours
Mode B courses meeting at University instructional centers	1.5 days	12 hours

* No residency units are awarded for attending only one week of summer session. The one week at summer session option is only available to students who have completed 32 residency units.

1.5 Registering for Academic Residencies

All residencies require formal registration. Students may not attend a residency unless they have formally registered. Residency registration procedures and policies follow.

Registering for a Core Residency

Information on registering for a core residency held at the University's annual summer session is mailed to all students during spring quarter. Students must follow the procedures and meet the deadlines outlined in this information when registering for a core residency.

Registering for a Continuing-4 or Continuing-8 Residency

There are two ways to register for a Continuing-4 or Continuing-8 residency:

1. Students may register on-line via the Walden web page by completing and submitting the electronic registration form found under the residencies section.
2. Students may register via postal mail. Residency registration forms may be downloaded from the Walden web page, printed, and mailed to:
Residencies Registration
Walden University
155 Fifth Avenue South
Minneapolis, MN 55401

Registration forms for Continuing-4 residencies are accepted through the first day of the month in which the residency is scheduled (e.g., September 1 for the Continuing-4 scheduled for September). New students wishing to attend a residency during their first month of enrollment may register through the tenth day of that month. (e.g., New students enrolling on September 1 may register for the September Continuing-4 up through September 10.)

Registrations for Continuing-4 residencies are processed according to the following priority groups:

1. New students completing the NSOR requirement
2. Continuing students who have not yet completed the required 32 residency units
3. Psychology students who have completed the required 32 residency units but need contact hours
4. Students who have completed the required 32 residency units

Students wishing to register for a Continuing-8 scheduled to begin in September must do so no later than August 15. Students wishing to register for a Continuing-8 scheduled to begin in January must do so no later than December 15.

Registering for a Continuing-9 Residency

(Ph.D. in Psychology Students Only)

Registration for Continuing-9 residencies occurs in spring. Students registering for a Continuing-9 residency must follow the registration procedures determined by the Residencies Team and the Registration Team. Continuing-9 residencies convene with a minimum of 20 students with enrollment limited to 30.

Registration Status Notification

Students will be officially notified of their registration status by e-mail or postal mail.

Cancellations

If it is necessary for students to cancel their residency registration, they must contact the Registration Team 10 days before the residency begins. Those who cancel their registration at least 10 days before the residency begins will not be billed for the residency. Due to extenuating circumstances, some students may need to cancel their residency registration after the 10 day deadline. In these situations, the student must contact the coordinator of academic residencies to receive approval. *If a student does not attend a residency, and did not receive approval of their cancellation from the coordinator of academic residencies, they will be billed and expected to pay for that residency.*

Payment

Students will be billed for the residency they plan to attend after they have registered. Payment in full must be submitted to the bursar in the Office of Administration and Finance in Bonita Springs, Florida. If payment is not received the student will not receive residency units or face-to-face contact hours for attending.

Students who have completed the 32 residency unit requirement may attend additional Continuing-4 academic residencies on a space-available basis and at a 50% reduced charge. The 50% discount does not apply to Continuing-8, Continuing-9, Core-13, or Core-20 residencies.

1.6 Travel and Accommodations

Students are responsible for making their own travel and accommodation arrangements. Walden offers suggestions on the University web site. Students must make travel arrangements which allow them to attend the entire residency, including the opening and closing meetings of the residency. Failure to do so may result in the loss of residency units and contact hours associated with that particular residency.

1.7 Assignment of Residency Units and Contact Hours

The coordinator of academic residencies determines the assignment of residency units and makes the final decision on petitions and exemptions. The program director of the Ph.D. in Professional Psychology Program determines the assignment of contact hours for psychology students.

Attendance

Students must make arrangements which allow them to attend the entire residency, including the opening and closing meetings of the residency. Attendance will be taken at times throughout the residency, requiring students to sign in. Failure to do so will likely result in the loss of residency units and contact hours associated with that particular residency.

Students who are unable to meet the attendance requirements for any reason must leave word with the on-site residency coordinator, who will document the absence. Any absence will likely result in a loss of residency units. Partial units are only awarded to students who

have an approved petition on file with the coordinator of academic residencies.

Religious and Spiritual Exemptions

Students may be excused from one day of Continuing-4 activities for religious or spiritual reasons. Students requiring a religious or spiritual exemption must gain approval for the absence prior to the Continuing-4 by notifying the coordinator of academic residencies. A residency unit will not be awarded for the day missed, leaving the student with three instead of four units for that particular Continuing-4. Students may not make-up the lost residency unit by attending one day of another continuing or core residency.

Exemptions

Exemptions from residency policies and procedures will be granted by the coordinator of academic residencies for emergency and severe hardship situations only. Petitions for exemption from residency policies and procedures must be made in writing directly to the coordinator of academic residencies in the Office of Academic Affairs.

1.8 Academic Activities at Residencies

The academic program at residencies includes the following activities:

- **University Plenary** presentations are offered to all members of the Walden community (students, faculty, and staff) attending the residency. Speakers cover topics related to social change and justice, critical thinking, and the role of the scholar-practitioner.
- **Plenary Seminars** follow the university plenaries. Students and faculty members gather in small groups to critically analyze and discuss the substantive themes of the presentation from multiple professional viewpoints. Groups are composed of individuals from all academic programs to provide for a greater number of perspectives.
- **Program Colloquia** bring together students and faculty members in the same doctoral program to participate in discussions and presentations on contemporary disciplinary and cross-disciplinary research, practice, and pedagogical issues.
- **Special Topic Seminars** cover a variety of topics related to the KAM and Psychology curricula, research methods and data analysis, proposal and dissertation development, and professional practice. Several are offered during each time slot, allowing students choose to attend those which are best related to their studies.
- **Continuing Education Seminars** may be offered at residencies by the Division of Psychology. These seminars cover topics related to research, practice, and pedagogical issues in the field of psychology. Continuing education seminars are open to all doctoral students. Students who complete all seminar requirements will be awarded a certificate of attendance.



Helpful Tips

Questions on Academic Residencies

- The most current information on academic residencies appears on the Walden web site.
- Questions regarding residency locations, schedules, and registration may be directed to the Residencies Team in the Office of Academic Affairs.
- Questions regarding residency requirements may be directed to the coordinator of academic residencies or an academic counselor.