WALDEN UNIVERSITY
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Walden University

Student Handbook

Academic Policies
Financial Services Policies
Academic Resources
Student Services

Walden University
Student
Handbook
2009–2010

WALDEN UNIVERSITY

Walden University
Student Handbook
2009–2010

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Fax: 1-612-338-5092

Administrative Offices
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Baltimore, MD 21202
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Fax: 1-410-843-8104

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

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

This publication represents current curricula, educational plans, offerings, requirements, tuition, and fees. These may be modified or discontinued from time to time in the university's sole discretion to carry out the university's purposes and objectives. Neither the provisions of this document, nor the acceptance of students through registration and enrollment in the university, constitutes a contract or an offer of a contract.

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

—Walden University Mission

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Introduction and Legal Information

About Walden University

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

Highlights of Walden's commitment include

- **Diverse and comprehensive core curriculum:** Walden University provides students the intellectual foundation necessary to see the interrelationships among the central ideas and means of expression that are specific to the disciplines. This foundation supplies a context for knowledge and makes possible the cross-fertilization of ideas to enhance creativity, innovation, and problem-solving.

- **Student-centeredness:** Walden's faculty and staff are devoted to helping students balance their education with their personal and professional lives. Walden's library, tutoring, and other student services also provide essential resources.

- **Real-world application:** Degree programs are developed by scholar-practitioners who continually assess courses to make sure they are current and relevant.

- **International perspectives:** Walden University is part of the <u>Laureate International Universities</u> global network of 43 accredited campus-based and online universities in 20 countries, serving nearly half a million students on more than 100 campuses around the world. Students in the *Laureate International Universities* network have an unprecedented opportunity to expand their international outlook and gain insights that they can apply directly to their professions.

- **Positive social change:** Walden believes that knowledge is most valuable when put to use for the greater good. Students, alumni, and faculty are committed to improving the human and social condition by creating and applying ideas to promote the development of individuals, communities and organizations, as well as society as a whole.

- **Scholar-practitioner model:** Walden's goal is to help students become scholar-practitioners by challenging them to integrate scholarly research with their own expertise as skilled practitioners in their fields.

History

"The scenery of Walden is on a humble scale, and, though very beautiful, does not approach to grandeur, nor can it much concern one who has not long frequented it or lived by its shore; yet this pond is so remarkable for its depth and purity as to merit a particular description."

—Henry David Thoreau, Walden *(1854)*

Evidence for the failure of higher education is all around us," wrote Harold L. "Bud" Hodgkinson in a 1969 issue of the journal *Soundings*. "Many of our brightest students are telling us that higher education is insulating them from reality rather than assisting them to peel off its infinite layers." Though more a critique of the academy than a blueprint for a new institution, "Walden U.: A Working Paper" helped inspire the university that bears the name made famous by Henry David Thoreau.

As Hodgkinson was writing about the need for change in higher education, two New York teachers, Bernie and Rita Turner, fresh from graduate work at the New School for Social Research, were becoming interested in effecting social change by developing a new kind of institution for higher education: one that focused on significant problems affecting society from the vantage point of the professional and one that permitted professionals the opportunity to continue working while earning a degree. Thus, Walden University was born.

Walden began by offering a Doctor of Education (Ed.D.) degree focused on dissertation research for midcareer professionals who had postponed finishing their doctoral degrees. Conferring its first degree in 1971 and implementing a formal curriculum in 1977, Walden provided learner-centered programs to professionals in education, business, and government who pursued doctoral degrees in related disciplines, including health and human services. In 1982, Walden's academic office moved from Bonita Springs, Fla., to Minneapolis, Minn., in an effort to gain accreditation in a region that nurtures innovative education. The North Central Association of Colleges and Schools granted Walden University full regional accreditation status in 1990.

After more than 20 years with the university, satisfied that it was well-established, the Turners decided it was time to move on. Don Ackerman, a partner in a venture capital firm in Florida, became the university's owner and chairman of the board in 1992. It was at this time that today's Walden began to emerge as an online university with curricula that emphasized a scholar-practitioner philosophy: applying theoretical and empirical knowledge to professional practice with the goal of improving organizations, educational institutions, and whole communities.

To further advance access to higher education, in 1995, Walden offered its first master's degree, the Master of Science in Educational Change and Technology Innovation. The Web-based Ph.D. in Psychology program was introduced in 1997, and after a rigorous 2-year self-study process, the North Central Association reaccredited the university for 7 years in 1998.

In February 2002, following the transfer of majority interest in Walden University from Ackerman to Sylvan Ventures, the university began changing from a graduate institution to a comprehensive university, offering bachelor's, master's, and doctoral degrees. In 2004, Ackerman sold his remaining interest in Walden to Laureate Education, Inc. (formerly Sylvan Learning Systems, Inc.).

In January 2005, Walden University merged with National Technological University, an online engineering graduate school also owned by Laureate Education, Inc., providing the university reach into another major profession in need of access to high-quality education. With this change in ownership, the university has made significant improvements in its infrastructure, its faculty, and its student services.

Walden was reaccredited by the North Central Association for another 7 years in 2005. The university's curriculum for the master's program in nursing was accredited by the Commission on Collegiate Nursing Education in 2006.

Each year, the university continues to expand its offerings, with new programs recently added in education, psychology, health care, public administration, and management. In 2008, Walden named its College of Education in honor of Richard W. Riley (the former Secretary of the U.S. Department of Education) and launched teacher preparation and special education endorsement programs.

To support its mission to increase access to higher education for working adults, in 2008 Walden launched full bachelor's programs in such areas as business administration, child development, and psychology. Walden also created a third online peer-reviewed journal: the *Journal of Social, Behavioral, and Health Sciences*. Similar to Walden's other two journals, the *Journal of Social Change* and the *International Journal of Applied Management and Technology*, this journal promotes research findings and encourages dialogue between scholars and practitioners.

In 2009, Walden's M.S. in Mental Health Counseling received accreditation by the Council for Accreditation of Counseling and Related Educational Programs. Walden also introduced additional technology to better address the needs of its students. Services include a fully digital library, a Career Services Center with practical online tools, Virtual Field Experiences™ (VFE®), and MobileLearn™, which enables students to download course content for use on mobile devices.

Today, the university's academic programs are organized under the following academic units:

Walden University's Academic Structure
Center for Undergraduate Studies
The Richard W. Riley College of Education and Leadership
College of Health Sciences • School of Health Sciences • School of Nursing
College of Management and Technology • NTU School of Engineering and Applied Science • School of Management
College of Social and Behavioral Sciences • School of Counseling and Social Service • School of Psychology • School of Public Policy and Administration

Walden's academic offices are located in Minneapolis. The administrative offices are headquartered in Baltimore and provide university support services, including student recruitment, admissions, outreach, finances, and financial aid; new-program and electronic-classroom development; learning-platform support and help desk; project management; human resources; Web and software applications development and support; and information technology infrastructure development and support.

Vision, Mission, and Goals

Vision

Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.

Mission

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

Goals

- To provide multicontextual educational opportunities for career learners.

- To provide innovative, learner-centered educational programs that recognize and incorporate the knowledge, skills, and abilities students bring into their academic programs.

- To provide its programs through diverse process-learning approaches, all resulting in outcomes of quality and integrity.

- To provide an inquiry/action model of education that fosters research, discovery, and critical thinking and that results in professional excellence.

- To produce graduates who are scholarly, reflective practitioners and agents of positive social change.

> ### University Values
> *Quality • Integrity • Student-Centeredness*

Social Change

Walden University defines **positive social change** as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions.

This definition of positive social change provides an intellectually comprehensive and socially constructive foundation for the programs, research, professional activities, and products created by the Walden academic community.

In addition, Walden supports positive social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

University Outcomes

The most important outcome of all teaching and learning at Walden University is to produce graduates with the knowledge, skills, and abilities to

- Understand and continuously develop and change themselves, the organizations in which they work, and society at large.
- Create new knowledge dedicated to the improvement of social conditions, and to positively impact society by putting that knowledge into practice, by modeling their learning through action, and by being civically engaged.
- Continue learning across their lifetimes, as practitioners, researchers, and scholars, and to continue to impact social change.
- Achieve professional excellence as active and influential professionals by applying their learning to specific problems and challenges in their work settings and professional practice.
- Be information literate, including knowing the literature of their professional fields and reading it critically.
- Understand the design and methods of inquiry in their professional fields.
- Practice in their professional fields legally and ethically.
- Communicate effectively, particularly to communicate their learning and research to others.
- Appreciate, respect, and advocate for diversity and multiculturalism within their professional fields.
- Function flexibly and effectively in a variety of educational environments, including online and distributed environments.

Accreditation

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org ; 1-312-263-0456.

Walden University's M.S. degree program in Nursing and Master of Science in Nursing (MSN) are accredited by the Commission on Collegiate Nursing Education (CCNE), a national accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). CCNE ensures the quality and integrity of baccalaureate and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment. Graduates recognize that, as they seek new positions or entry into doctoral programs, accreditation is valued and may be required. CCNE is located at One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120. Phone: 1-202-887-6791.

Walden's M.S. in Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation attests to the quality

and relevancy of our program—a program that helps provide you with the skills and credibility to maximize your impact on your profession. In addition, earning a degree that is CACREP-accredited helps to streamline the licensing application process and provides you with an advantage when applying to doctoral programs.

Licensure

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

Florida

Prospective students from Florida may obtain additional information regarding Walden University by contacting the Commission on Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; 1-888-224-6684. Credits and degrees earned from this college do not automatically qualify the holder to participate in professional licensing examinations to practice certain professions in Florida. Persons interested in practicing a regulated profession in Florida should contact the appropriate state regulatory agency in the field of their interest.

Minnesota

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

Oregon

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

South Carolina

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

Tennessee

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

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

Washington

Walden University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Walden University to advertise, recruit and offer residencies for the following degree programs: Bachelor of Science in Business Administration; Master of Arts in Teaching; Master of Business Administration; Master of Public Administration; Master of Public Health; Master of Science in Education; Master of Science in Mental Health Counseling; Master of Science in Nursing; Master of Science in Public Health (in teach-out); Master of Science in Psychology; Doctor of Education; Doctor of Philosophy in Applied Management and Decision Sciences; Doctor of Philosophy in Education; Doctor of Philosophy in Health Services; Doctor of Philosophy in Human Services; Doctor of Philosophy in Psychology; Doctor of Philosophy in Public Health; and Doctor of Philosophy in Public Policy and Administration. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

Legal Information

Privacy Policy

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

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

Do-Not-Call Policy

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

Policy Overview

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

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

Do-Not-Call Requests

Laureate and its affiliates maintain an internal do-not-call (DNC) list that includes specific requests from consumers who do not wish to be called by Laureate or any of its affiliates. This DNC list is used enterprise-wide. Laureate and its affiliates purge from any calling list any names and/or numbers on its company-specific DNC list.

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

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

Laureate collects email addresses from online information request forms, returned business reply cards, application forms, and other sources. This information is used to contact students about Laureate schools and programs and for promotional purposes strictly related to the products and services of Laureate and

its affiliates. Laureate never disguises the origin of its messages. When students receive messages from Laureate, they will be able to identify Laureate or one of its affiliates as the sender.

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

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

Questions about privacy policies should be directed in writing to

Office of General Counsel
Laureate Education, Inc.
650 S. Exeter Street
Baltimore, MD 21202

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Admission

Admission Policies

Walden University has a long-standing commitment to providing educational opportunities to a diverse group of learners. Walden's programs are enriched by the cultural, economic, and educational backgrounds of its students and instructors. In the admissions process, the university selects individuals who can benefit from a distributed educational or online learning approach and who will use their Walden education to contribute to their academic or professional communities.

The university's faculty and administration develop, approve, and ensure the quality and integrity of all policies that guide decisions on admission. These decisions are based on many factors and include

- Academic record, including degrees
- Statement of purpose
- Relevant work experience
- The appropriateness of the applicant's goals to the degree program and specialization or concentration, when applicable.

Offers of admission remain in effect for 12 months from the date of the admission offer.

Academic units or degree programs may have admission requirements that must be met in addition to—or in some cases, in lieu of—the university's admission requirements. Applicants should review both the university's general admission requirements and the specific academic unit's or program's admission requirements.

Admission Requirements

Bachelor's Admission Requirements: New and Transfer Students

Walden selects adults who can benefit from online learning and who are most likely to make significant contributions to their classes and their professions. Each admission decision is based on a careful, holistic review of the applicant's school and work history. The Office of Admissions may consider exceptions, depending on a student's background and circumstances (see the Conditional Admission policy).

The following are required for full admission to Walden's undergraduate programs:

1. An official transcript of a high school diploma or a General Educational Development (GED) credential (or the equivalent) from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for

Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution

- In lieu of a high school transcript or GED, applicants may also provide an official collegiate transcript provided no fewer than 12 credits have been completed as a degree-seeking student. *Note: One complete academic term as a full-time, degree-seeking student must be transcribed at a single college or university.*

2. One of the following criteria

- Be 24 years of age or older

- Be active military or a veteran

- Have completed 90 quarter credit hours from an accredited U.S. school (as defined in No. 1)

3. Completed application form

4. Application fee

5. Written statement of personal and professional goals

6. Access to a computer and the Internet

Undergraduate Undeclared Students

(Effective Dec. 1, 2009)
Students who would benefit by taking a limited number of introductory courses before they commit to a particular program and concentration may select "B.S. in Interdisciplinary Studies—Undeclared" on the online application and complete up to three quarters before they must choose a full program.

Undeclared students will not be able to register for a fourth quarter until they select an undergraduate program and work with the Academic Advising Team to make that transition. See "Changing Degree Programs."

Students choosing to begin as "undeclared" are encouraged to explore introductory-level courses that will assist them in choosing a major area of study.

Master's Admission Requirements

1. An official transcript of a bachelor's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, in a discipline or field related to the program/specialization for which application is made

2. A minimum grade point average (GPA) of 2.5 on a 4.0 scale in bachelor's degree coursework (Specific program requirements may apply.)

3. Completed application form

4. Application fee

5. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications.

6. Goal statement

7. Official transcript(s) of confirmed bachelor's degree, as well as any additional completed coursework to be considered for transfer of credit

8. Access to a computer and the Internet

Education Specialist Admission Requirements

1. An official transcript of a master's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, in a discipline or field related to the program and/or specialization for which application is made

2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in master's degree coursework

3. Three years of professional/academic experience related to the program for which application is made *(preferred)*

4. Completed application form

5. Application fee

6. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications.

7. Goal statement

8. Official transcript(s) of highest degree or coursework completed to date

9. Access to a computer and the Internet

Doctoral Admission Requirements

1. An official transcript of a master's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, in a discipline or field related to the program and/or specialization for which application is made

2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in master's degree coursework

3. Three years of professional/academic experience related to the program for which application is made *(preferred)*

4. Completed application form

5. Application fee

6. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications.

7. Official transcript(s) of highest degree or coursework completed to date

8. Access to a computer and the Internet

Additional Academic Unit/Program Requirements

In addition to the university's admission requirements, some specific academic units and programs have their own requirements, as described in the links below.

Note: All applications are reviewed on their individual merits. Exceptions to the policies described in this *Walden University Student Handbook* may be made by the university's admission committees.

The Richard W. Riley College of Education and Leadership

Teacher Preparation Program With a Master of Arts in Teaching

1. A bachelor's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, in a discipline or field related to the program/specialization for which application is made.

    a. It is Walden's policy, consistent with the policy of most states, that all U.S.-licensed educators must complete a degree, either at the bachelor's or master's level, from an institution that is regionally accredited by one of the six associations recognized by the U.S. Department of Education. Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org.

    b. Degree programs that include a liberal arts or general studies core are advantageous to the future success of teacher candidates. Walden recommends that potential candidates demonstrate completion of college-level work in communication (including composition), humanities, and social/behavioral sciences, as well as in mathematics and natural sciences.

2. A minimum grade point average (GPA) of 2.5 on a 4.0 scale or its equivalent in bachelor's degree coursework. Applicants with a 2.3–2.49 cumulative GPA are eligible for conditional admission. These candidates must provide additional information in their application goal statement that includes an explanation of their GPA and a rationale for why they should be granted conditional admission in to the program.

3. Candidates must complete a goal statement that describes why they want to become a teacher in the chosen area. The statement should include any prior work with children and families and/or with diverse populations.

4. Admission requires the completion of all application materials, including a signed acknowledgment of background check and fingerprinting guidelines as well as immunization and TB guidelines.

5. Admission requires a transcript review to ensure all incoming teacher candidates have completed coursework in multicultural and/or global studies during their bachelor's degree program. Coursework would include, but is not limited to: Global Studies, Multicultural Studies, Diversity Studies, Cultural/Ethnic Studies, Linguistic/Language Studies or Social Studies with an international focus (world or regional economics, sociology, political science, religion). If a candidate is not able to fulfill this requirement through coursework as determined by a transcript analysis they will be referred to the admission committee for a final review. If the admission committee determines they have no applicable courses in their undergraduate program the prospective candidate will need to take a course in this area prior to being admitted in to the program. They may fulfill this course through Walden or a different institution.

6. Candidates must take the Praxis I Exam and scores must be received by Walden University prior to admission in the program.

Special Education Endorsement Programs

1. A bachelor's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, in a discipline or field related to the program/specialization for which application is made.

   a. It is Walden's policy, consistent with the policy of most states, that all U.S.-licensed educators must complete a degree, either at the bachelor's or master's level, from an institution that is regionally accredited by one of the six associations recognized by the U.S. Department of Education. Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org.

2. A minimum GPA of 2.3 on a 4.0 scale in bachelor's degree coursework. Applicants with a 2.0–2.29 cumulative GPA are eligible for conditional admission.

3. A current Minnesota teaching license or the equivalent from another U.S. state.

4. Goal statement that describes why the applicant wants to become a teacher in the chosen area and highlights the applicant's experience working with children and/or families from diverse populations.

5. Application materials fully completed, including signed acknowledgment of responsibility for licensure.

Post-Baccalaureate Certificate in Instructional Design and Technology

1. A bachelor's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution.

M.S. in Education: All Specializations Except Educational Leadership

1. Admission requires at least 2 years of teaching experience or a teaching certificate.

2. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee).

3. While an undergraduate GPA of 2.5 or better is a criterion for full admission, applicants with an undergraduate GPA below 2.5 are eligible to apply for conditional admission.

M.S. in Education: Educational Leadership

1. Admission requires at least 3 years of teaching experience (post-bachelor's degree) and a teaching certificate, or comparable.*
*While 3 years of teaching experience and a teaching certificate are criteria for full admission, applicants who do not have the 3 years teaching experience and/or a teaching certificate are eligible for conditional admission. Applications will be reviewed by the admissions committee to determine if the applicant holds comparable experience that may substitute for teaching experience and/or a teaching certificate.

2. While an undergraduate GPA of 2.5 or better is a criterion for full admission, applicants with an undergraduate GPA below 2.5 are eligible to apply for conditional admission.

Education Specialist (Ed.S.): Administrator Leadership for Teaching and Learning; Teacher Leadership

1. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in a master's degree coursework. Additional coursework may be considered by committee but will not be calculated to alter degree institution GPA.

2. It is advantageous to have three years professional and/or academic experience. Students lacking experience may be admitted; however, it could hinder their success within the program.

Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program

1. At least 3 years teaching experience and a valid state-issued teaching license or certificate.

2. For graduates of non-U.S. institutions, proficiency in English, as verified by a TOEFL score or waiver option.

3. Completed application form.

4. Names of and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications for study in the intended field.

Education Specialist (Ed.S.) in Educational Technology

1. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in a master's degree coursework. Additional coursework may be considered by committee but will not be calculated to alter degree institution GPA.

2. It is advantageous to have three years professional and/or academic experience utilizing technology. Students lacking experience may be admitted; however, it could hinder their success within the program.

Note: The master's doesn't have to be in technology; it can be in teaching or another related area.

Doctor of Education (Ed.D.): Administrator Leadership for Teaching and Learning; Teacher Leadership

1. Admission requires at least 3 years of professional experience in education or a related field:

    a. It is advantageous for applicants to the **Administrator Leadership for Teaching and Learning specialization** to be certified and to be currently employed as an education administrator.

    b. It is advantageous for applicants to the **Teacher Leadership specialization** to have current certification or to be eligible for certification in K–12 education.

2. Applicants' goal statements must include information relevant to the specialization, including the items listed below.

Administrator Leadership candidates must include the following:
- Identification of administrative experience
- History of development as an administrator or plans to secure experience while in the program for purposes of curricular assignments
- Commitment to institutional change, restructuring, or renewal
- Professional development experiences preparing them for doctoral study
- Recognition of research interests related to inquiry into institutional change, renewal, or restructuring for collegial and/or collaborative decision-making
- Willingness to conduct research in an institutional environment to promote and establish more collaborative administrative style and/or data-driven decision-making

Teacher Leadership candidates must include the following:
- Identification of current organizational environment
- History of content areas and level of teaching experience
- Professional development experiences preparing them for doctoral study
- Research interests or topics related to inquiry in the organizational environment
- Willingness to conduct research in an organizational environment to promote collegiality, data-driven decision-making, and/or involvement of teacher leadership
- Recognition of how research ties into organizational and social change
- Understanding of how research will affect educator or student learning and change in the instructional environment

Doctor of Education (Ed.D.): Higher Education and Adult Learning

1. It is preferred that applicants have at least 3 years of professional experience in education.

2. Applicants should have current and consistent direct access to a group of students in an authentic learning environment by the time of entry into the program.

Ph.D. in Education: Community College Leadership

Applicants must have access to the community college setting, whether it's via the classroom or in an administrative capacity.

Ph.D. in Education: Educational Technology

Applicants must have at least 1 year of experience applying technology in the classroom.

College of Health Sciences

School of Health Sciences

Master of Public Health (M.P.H.)

1. Applicants must have completed at least one college-level course in mathematics with a grade of C or better. Applicants may also satisfy the mathematics requirement by presenting a score of 450 or above on the Graduate Record Examination (GRE) General Test's quantitative ability section, or by successfully completing a College Level Examination Program (CLEP) in college mathematics, college algebra, precalculus, or calculus, with a score of 50 or above.

2. Applicants must submit a current résumé.

3. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee).

4. Applicants with an undergraduate GPA below 2.50 are eligible to apply for conditional admission.

M.S. in Health Informatics

1. Applicants must submit a current résumé.

2. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee).

3. Applicants with an undergraduate GPA below 2.5 are eligible to apply for conditional admission

Ph.D. in Health Services

1. Applicants must submit a current résumé.

2. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee).

3. Applicants with a graduate GPA below 3.0 are eligible to apply for conditional admission.

Ph.D. in Public Health

1. Applicants entering with a bachelor's degree from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, may be considered for admission provided that their cumulative undergraduate GPA is greater than 3.0. Walden University reserves the right to review such applicants through a university committee.

2. Applicants must have completed at least one college-level course in mathematics with a grade of C or better. Applicants may also satisfy the mathematics requirement by presenting a score of 450 or above on the Graduate Record Examination (GRE) General Test's quantitative ability section, or by successfully completing a College Level Examination Program (CLEP) in college mathematics, college algebra, precalculus, or calculus, with a score of 50 or above.

3. Applicants must submit a current résumé.

4. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean or the associate dean's designee.

5. Applicants with an undergraduate or graduate GPA below 2.50 are eligible to apply for conditional admission.

School of Nursing

Bachelor of Science in Nursing (BSN)

U.S. Admission Requirements

1. Possess a valid RN license from the state in which the applicant resides (or equivalent in the country where applicant resides).*

2. Have 50 quarter credits (or equivalent) in nursing as part of their preparation for their RN license. Courses will need to have a NURS (or equivalent) prefix.**

   *International students may have a license that is equivalent to an RN.

   ** Transcripts of courses taken to obtain the RN license will be evaluated. Applications falling below 50 quarter credit hours in nursing will be escalated for further review. Review will take 7 to 10 calendar days.

International students will need to have a course-by-course evaluation done by a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES).

Master of Science in Nursing (MSN)

1. Admission requires a bachelor's degree in nursing (BSN), an associate degree in nursing, or a nursing diploma from an accredited/approved school.

2. Applicants must have an active registered nurse (RN) license in the United States or its territories. International nurses must have the equivalent of a RN license in their home country. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS).

3. References may be contacted if deemed necessary.

4. Graduates from associate degree or diploma programs must complete, at minimum, undergraduate credits of general education courses as listed below. Students may choose to complete these general education requirements at Walden and then transition directly into the RN Track of the program.

Courses	*Number*
Communication (including one college composition course)	2 courses
Humanities	2 courses
Social/Behavioral Sciences	2 courses
Mathematics and Science (including microbiology, and anatomy and physiology)	4 courses
Introductory Statistics*	1 course
Electives	1 course
Total	12 courses

NOTE: *Students are required to complete Statistics before MSN program completion; however, they are not required to have completed Statistics before entering the program.*
(Effective Dec. 1, 2009)

Post-Master's Certificate in Nursing

1. Admission requires a master's degree in nursing from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution.

2. Applicants must possess either a Master of Science in Nursing or an MSN degree.

3. Applicants must have a minimum GPA of 3.0 in master's degree coursework.

4. Applicants must have an active registered nurse (RN) license in the United States or its territories. International nurses must have the equivalent of a RN license in their home country. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS).

College of Management and Technology

NTU School of Engineering and Applied Science

NTU Post-Baccalaureate Certificates

1. Admission requires a bachelor's degree in engineering or computer science from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized

by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution.

NTU School of Engineering and Applied Science

1. Admission requires a bachelor's degree in engineering or computer science from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution.

2. An undergraduate GPA of 2.5 or better in technical courses is a criterion for full admission. A cumulative GPA below 2.5 may be considered for conditional admission.

3. Applicants with degrees in other appropriate fields (e.g., physics, chemistry, math) and a cumulative GPA in technical courses of at least 2.9 are also encouraged to apply. Applicants may submit a detailed outline of their relevant work experience, letters of recommendation, résumés, and other items that provide a clear understanding of their academic and experiential background and objectives. Applicants may be asked to pass relevant Foundation courses and/or provide Graduate Record Examination (GRE) scores, evidence of having passed the Fundamentals of Engineering (FE) exam, or evidence of registration as a Professional Engineer (P.E.) in certain cases.

M.S. in Software Engineering

1. Admission requires a bachelor's degree in software engineering, computer science, or computer engineering, or a bachelor's degree in an ABET/CSAB-accredited engineering program with a minor in computing systems, or the foreign equivalent.

2. Applicants without appropriate undergraduate preparation in software engineering or computer science will be required to take Foundation courses prior to full admission to the program.

M.S. in Systems Engineering

1. Admission requires a bachelor's degree in technology, engineering, or a related field from an ABET-accredited engineering program in the United States, a CEAB-accredited program in Canada, or the foreign equivalent.

2. Applicants without appropriate undergraduate preparation will be required to take Foundation courses prior to full admission to the program.

School of Management

Master of Information Systems Management

Applicants who have not completed an object-oriented computer programming course and cannot demonstrate equivalent experience may be considered for conditional admission. Applicants will be required to complete a course on object-oriented programming prior to full admission to the program.

M.S. in Leadership

It is preferred that applicants have at least three years of professional experience.

Doctor of Business Administration (D.B.A.)

Applicants are required to have at least three years of relevant professional experience and a current résumé.

Ph.D. in Applied Management and Decision Sciences

Applicants are required to have at least three years of relevant professional experience and a current résumé.

College of Social and Behavioral Sciences

School of Counseling and Social Service

M.S. in Mental Health Counseling

1. Applicants must submit a current résumé.

2. References may be contacted if deemed necessary.

3. Applicants with an undergraduate GPA below 3.0 are eligible to apply for conditional admission.

Ph.D. in Counselor Education and Supervision

1. Applicants must have a master's degree in counseling from a Council for Accreditation of Counseling and Related Educational Programs (CACREP)-accredited or CACREP-model program, of at least 54 quarter credits or 36 semester credits.

2. Those applicants who have not graduated from a CACREP-accredited or CACREP-model program may be admitted into the program; however, these students will need to complete entry-level course requirements prior to beginning the Foundations of Graduate Study in Counselor Education and Supervision course.

Ph.D. in Human Services

1. Applicants must submit a current résumé.

2. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean or the associate dean's designee.

School of Psychology

Post-Baccalaureate Organizational Psychology and Development Certificate

1. A bachelor's degree is required for admission.

M.S. in Psychology

1. Applicants must submit a current résumé.

2. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee).

3. Applicants with an undergraduate GPA below 2.5 are eligible to apply for conditional admission.

Post-Master's Psychology Certificate in Teaching Online

4. A master's degree is required for admission.

Ph.D. in Psychology

1. Applicants holding a bachelor's degree from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, may be considered for admission provided that their cumulative undergraduate GPA is greater than 3.0. Walden University reserves the right to review such applicants through a university committee.

2. Applicants must submit a current résumé.

3. References may be contacted if deemed necessary.

Post-Doctoral Certificates in Psychology

1. Admission requires a doctoral degree in psychology from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution.

2. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications.

3. Transcript(s) of doctoral degree, and any other doctoral coursework completed to date, are required for admission.

4. Applicants must have at least 3 years of professional practice in a health, mental health, social services, or behavioral science setting.

5. Applicants must submit a current résumé.

6. A telephone interview may be required.

School of Public Policy and Administration

Post-Baccalaureate Certificates

1. Applicants holding a bachelor's degree from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, may be considered for admission provided that their cumulative undergraduate GPA is greater than 3.0. Walden University reserves the right to review such applicants through a university committee.

Ph.D. in Public Policy and Administration

1. Applicants holding a bachelor's degree from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, may be considered for admission provided that their cumulative undergraduate GPA is greater than 3.0. Walden University reserves the right to review such applicants through a university committee.

2. Applicants must submit a current résumé.

3. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee)

Transfer of Credit

Walden University encourages transfer of credit from other institutions. Prior to admission to Walden, applicants may request an unofficial evaluation of transfer of credit. Transfer of Credit requests should be submitted during the application process, but no later than 60 days from the start of program. This can be done with unofficial transcripts.

Transfer-of-credit documentation, when requested, should be submitted to the Office of Admissions.

Normally, students are officially notified when credits are accepted for transfer to a program at the same time that they are given an offer of admission or during their first term of enrollment.

Official evaluation of credits for transfer to a program requires the following:

- Official transcript that reflects the course being evaluated
- Syllabi for courses being evaluated for transfer, upon request

For non-U.S. institutions
a. A copy of the catalog course description

b. Evaluation and certification of transcripts by a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES)

Transfer credits will not be calculated into the Walden grade point average (GPA). Only Walden course grades will be included in the Walden GPA.

Note the following exceptions:
- Walden residency units completed at one degree level are not transferable in to a different degree level.

- Depending on the program, same-level residency units may be considered for transfer within same-level degree programs.

- Residency units completed prior to September 2006 are not transferable, as the residency requirements have significantly changed.

- External residency units are not transferable in to Walden programs.

- Internships, practica, dissertations, doctoral studies, and theses are not permitted for transfer.

In addition to the university requirements for the transfer of credit, some colleges, schools, or programs specify other conditions. Students should check the Transfer Maximum by Program table in this *Walden University Student Handbook*, as well as the program's section in the *Walden University Catalog*, for program-specific transfer-of-credit requirements.

Bachelor's Plus and Master's Acceleration Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. Students must select specific courses as electives or replace courses in their B.S. program, and also must meet specific academic requirements. A decision to take alternative undergraduate courses containing master's-level content is based on the student's ability to work successfully at an advanced level.

Bachelor's Plus Programs

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

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses.)

2. To be eligible to begin Bachelor's Plus courses, students must

    a. Have an overall GPA equal to that required for admission to the associated master's degree.

    b. Have completed all general education and core requirements associated with their bachelor's program. (Individual programs may also determine additional prerequisites.)

    c. Be in good financial standing.

    d. Not have any incompletes.

3. Bachelor's Plus courses are (5000-level) graduate courses and are 12 weeks in length.*

    a. Tuition for these courses is charged at the undergraduate rate.

       b.   Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

       c.   Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

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

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

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

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

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

7.   Students who choose not to continue in the master's program can do so.

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

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

***Note:** *Graduate students cannot register for Bachelor's Plus courses.*

Degree Programs

Bachelor's Plus programs are available for the following degree articulations:

- B.S. in Health Studies to Master of Public Health (M.P.H.)
- B.S. in Psychology to M.S. in Psychology
- B.S. in Psychology to M.S. in Forensic Psychology
- B.S. in Psychology to M.S. in Psychology
- B.S. in Criminal Justice to M.S. in Psychology
- B.S. in Criminal Justice to M.S. in Forensic Psychology
- B.S. in Criminal Justice to Master of Public Administration (M.P.A.)

Master's Acceleration Programs

Acceleration to the following programs is open to all advanced undergraduate students:

- Master of Business Administration (M.B.A.)
- Master of Information Systems Management (M.I.S.M.)
- M.S. in Instructional Design and Technology

Interested students should consult the *Walden University Catalog* for more details and are advised to contact a member of the Academic Advising Team for more information.

General Requirements

- The student must be in good standing with the university.

- The student must meet the minimum admissions requirements for the master's program they choose to enter.

- The student must earn a *B* (3.0) or better in each of the courses.

Additional Requirements

Master of Business Administration (M.B.A.)

- Students must have completed BUSI 1001 Introduction to Business.

- M.B.A. students are required to complete an ongoing project throughout their program. Students who take BUSI 4510 but choose not to take BUSI 4505 will need to complete the Project Component for MMBA 6510 Leading People on their own. This project component must be completed before the 7th week of MMBA 6520 Business Operations once students are in their M.B.A. program.

- If students do not earn a *B* or better, they will be required to take the equivalent course in the M.B.A. program

- Students can find project information on the <u>M.B.A. Program Course Content</u> page.

Master of Information Systems Management (M.I.S.M.)

- Students must successfully complete ISYS 3001 Information Systems in Enterprise **and** CMIS 4601 Information Systems Service Management to be eligible to waive NSEI 6701 Managing the IT-Enabled Enterprise.

- Students must successfully complete ISYS 4301 Business Process Design **and** ISYS 4302 Management of Technology to be eligible to receive transfer credit for NSEI 6712 Business Architecture and Process.

- Students must earn a *B* (3.0) or better in each of the courses taken: ISYS 3001, CMIS 4601, ISYS 4301, and ISYS 4302.

M.S. in Instructional Design and Technology

- No additional requirements

University Transfer Requirements

Credits to be evaluated for transfer from other education institutions must be requested within 60 calendar days of a student's start date. All materials must be presented at the time of the request.

All materials must meet the following criteria:

- Earned and recorded on an official transcript from a school that was accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education at the time the course was completed, or from an appropriately accredited non-U.S. institution.

- Earned within 10 years prior to or after matriculation, but within the time limit for earning the degree, unless noted differently.

- For the undergraduate programs, there is no time limit for when the coursework was earned. Coursework must be presented at time of admission and/or within 60 days of matriculation in order to be considered for transfer.

- For undergraduate students:

  o Earned in courses posting a *C* (2.0 on a 4.0 scale) or higher.

  o Earned in a course with an 80% content match to the corresponding Walden course or with content considered to enhance the student's Walden education.

- For graduate students:

  o Earned in courses posting a *B* (3.0 on a 4.0 scale) or higher.

  o Earned in a course with an 80% content match to the corresponding Walden course or with content considered to enhance the student's Walden education.

- Approved prior to registering for the course or preparing the Learning Agreement for the KAM demonstration for which transfer-of-credit evaluation has been requested.

Please check the Transfer Maximum by Program table for specific time limits for the various schools and programs.

Knowledge Area Modules (KAMs) Transfer Credit

The Curriculum and Academic Policy committee of each school or college reviews criteria for accepting transfer credit for KAMs. An example of factors to be considered is the nature of the master's degree and how it relates to the student's chosen specialization. Transfer credit for KAMs will be evaluated, approved, and recorded on the student's transcript for whole KAMs (i.e., in 14-quarter-credit blocks), not for individual components of KAMs. The number and titles of KAMs that are replaced with transfer credits may be determined during the admission process or as a part of the development or revision of the student's Professional Development Plan and *Program of Study* form. Transfer credit is not awarded for partially completed KAMs.

Transfer Maximum by Program (Chart)

Program	Eligible for Transfer	Notes
The Center for Undergraduate Studies		
B.S. in Interdisciplinary Studies	90 lower-division quarter credits; 45 upper-division credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1000, COMM 1001, IDST 4080, IDST 4081, and SOCI 4080.
The Richard W. Riley College of Education and Leadership		
B.S. in Child Development *(Child and Adolescent Studies Concentration)*	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1000, COMM 1001, SOCI 4080, and EDUC

		4500.
B.S. in Child Development (*Preschool Concentration or Infant/Toddler Concentration*)	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1000, COMM 1001, SOCI 4080, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 3211, EDUC 3212, EDUC 3111, EDUC 3112, EDUC 4011, EDUC 4012, EDUC 4211, and EDUC 4112.
B.S. in Child Development (*Preschool and Infant/Toddler Concentration*)	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1000, COMM 1001, SOCI 4080, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011 , EDUC 3211, EDUC 3212, EDUC 3111, EDUC 3112, EDUC 4011, EDUC 4012, EDUC 4211, and EDUC 4112.
B.S. in Instructional Design and Technology	90 lower-division quarter credits; 45 upper-division credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1000, COMM 1001, SOCI 4080, EIDT 2001, EIDT 3004, and EIDT 4001.
Teacher Preparation Program With a Master of Arts in Teaching (M.A.T.)	6 semester credits or equivalent	Credits must be earned from an institution based in the state of Minnesota that is listed in a downloadable PDF available from the Minnesota Board of Teaching Web site at View the list (PDF). Credits must be earned within 7 years prior to matriculation into the Walden University program or earned after matriculation and within the time limit for earning the degree. Credits must not be applied to any prior earned degree. Transfer of credit is available for the following courses: EDUC 6606, EDUC 6681, and EDUC 6691.
Special education endorsement program with an optional M.S. in Education with a specialization in Special Education	3 semester credits	Credits must be earned from an institution based in the state of Minnesota that is listed on the Minnesota Board of Teaching Web site. View the list (PDF). Credits must be earned within 7 years prior to matriculation into the Walden University program or earned after matriculation and within the time limit for completing the program. Transfer of credit is available for: EDUC 6691.
Post-Baccalaureate Certificate in Instructional Design	6 semester credits	Transfer credit will be accepted for any two of the four courses in the certificate.
M.S. in Education	9 semester credits or equivalent	Credits must be earned within 7 years prior to matriculation into the Walden University program or earned after matriculation and within the time limit for earning the degree. 9 semester credits includes 3 courses of 3 credits each, to align with specialization courses. Earned in courses with content equivalent to the content of the corresponding Walden University courses or with content that is considered by Walden University to enhance the student's education

		Approved in advance of the student taking the course, for those courses completed after matriculating as a Walden student Not applied to any prior earned degree. No transfer credit is accepted for EDUC 6610.
M.S. in Instructional Design and Technology	9 semester credits	No transfer credit is accepted for the following courses: EDUC 6105 and EIDT 6910.
Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning	N/A	No transfer credit is accepted for this program.
Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) program	N/A	No transfer credit is accepted for this program.
Education Specialist (Ed.S.) in Educational Technology	N/A	No transfer credit is accepted for this program.
Education Specialist (Ed.S.) in Teacher Leadership	N/A	No transfer credit is accepted for this program.

Doctor of Education (Ed.D.)	N/A	No transfer credit is accepted for this degree with the exception of those students who transfer in from the following Walden Education Specialist (Ed.S.) programs:
		   1. Administrator Leadership for Teaching and Learning
		   2. Teacher Leadership
		Ed.D. courses do not transfer to the Ph.D. program, nor do the Ph.D. courses transfer to the Ed.D.
		No transfer credit is accepted for the following Ed.D. courses between the Walden Ed.S. and Ed.D. programs: EDUC 8145, EDUC 8090, EDAD 8145, and EDAD 8090.

Ph.D. in Education: General Program; Adult Education Leadership; Community College Leadership; Curriculum, Instruction, and Assessment; Early Childhood Education; Higher Education; Special Education; and Self-Designed specializations	47 quarter credits	19 credits may be applied to the Research Sequence courses. Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D and RSCH 8300D, respectively; 3 KAMs must remain after transfer of credit is applied. No transfer credit is accepted for the following courses: EDUC 8008, EDUC 8458, and EDUC 8468.
Ph.D. in Education: Educational Technology specialization	56 quarter credits	Credits must be earned within 5 years prior to or after enrollment, but within the time limit for earning the degree. All transfer credits are applied to online courses and the Research Sequence courses. Research courses must

		contain both quantitative and qualitative research design and data analysis content for RSCH 8200D and RSCH 8300D, respectively. No credit can be transferred to KAMs. No transfer credit is accepted for the following courses: SBSF 8110, EDUC 8125, EDUC 8135, SBSF 8210, EDUC 8225, EDUC 8235, SBSF 8310, EDUC 8325, and EDUC 8335. For students who move from the Walden Education Specialist (Ed.S.) in Educational Technology program into the Ph.D. in Education with a specialization in Educational Technology, the following courses are eligible for transfer of credit: EDUC 8005, EDUC 8840, EDUC 8841, EDUC 8842, EDUC 8843, EDUC 8844, EDUC 8845, EDUC 8847, and EDUC 8848.
Ph.D. in Education: K–12 Educational Leadership specialization	47 quarter credits	All transfer credits are applied to online courses and the Research Sequence courses. Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D and RSCH 8300D, respectively. No credit can be transferred to KAMs. No transfer credit is available for: SBSF 8110, EDUC 8128, EDUC 8138, SBSF 8210, SBSF 8220, SBSF 8230, SBSF 8310, EDUC 8328, and EDUC 8338.
College of Health Sciences		
School of Health Sciences		
B.S. in Health Studies	135 credits	A maximum of 90 lower-level and 45 upper-level courses allowed. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1000, COMM 1001, SOCI 4080, and HLTH 4900.
Master of Healthcare Administration (M.H.A.)	6 semester credits	No transfer credit is accepted for the following courses: MMHA 6550 and MMHA 6560.
Master of Public Health (M.P.H.)	20 quarter credits	Credits may be transferred to the following courses only: PUBH 6115, PUBH 6125, PUBH 6145, PUBH 6165, and PUBH 6175.
M.S. in Clinical Research Administration	6 semester credits	No transfer credit is accepted for the following courses: CLRA 6550 and CLRA 6560.
M.S. in Health Informatics	6 semester credits	No transfer credit is accepted for the following courses: HNFR 6550 and HNFR 6560.
Ph.D. in Health Services: General Program; Health Management and Policy specialization	56 quarter credits	42 credits may be applied to KAMs I–III. 12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative reasoning and analysis content for RSCH 8200X and RSCH 8300X, respectively. No transfer credit is accepted for HLTH 9000.
Ph.D. in Health Services: Community Health	56 quarter credits	16 credits may be applied to the Public Health Behavioral Science Foundation courses: PUBH 8115,

Promotion and Education specialization		8135, 8175, 8235. 26 credits may be applied to KAMs I–III. 12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative reasoning and analysis content for RSCH 8200X and RSCH 8300X, respectively. No transfer credit is accepted for HLTH 9000.
Ph.D. in Public Health	14–46 quarter credits (depending on track)	32 credits may be applied to the foundational curriculum courses and the Foundation Research Sequence. Research courses must contain both quantitative and qualitative reasoning and analysis content for RSCH 8200H and RSCH 8300H, respectively. No transfer credit is accepted for PUBH 9000.
School of Nursing		
Bachelor of Science in Nursing (BSN)	90 lower-division quarter credits; 45 upper-division credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1000, COMM 1001, SOCI 4080, NURS 4010, or NURS 4020. Up to 50 credits potentially awarded for meeting competencies required to achieve the nursing license through either a diploma program or an accredited associate degree program.
Master of Science in Nursing (MSN)	9 semester credits or equivalent	Credits may be transferred to core courses only: NURS 6100, NURS 6110, NURS 6120, NURS 6130, NURS 6140, or NURS 6150.
Post-Master's Nursing Certificates	N/A	Transfer credit is not available.
College of Management and Technology		
NTU School of Engineering and Applied Science		
All programs	6 semester credits or equivalent	Credits must be earned within 7 years prior to the date of completion of the Walden degree or certificate program. Credits must be completed at the graduate level and not used to meet the requirements of a previous degree.
School of Management		
B.S. in Accounting	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. No transfer credit will be accepted for the following courses: PORT 1001, COMM 1001, SOCI 4080, and ACCT 4900
B.S. in Business Administration	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: GNED 1001, COMM 1001, SOCI 4080, and BUSI 4001.
B.S. in Communication	90 lower-division	A maximum of 135 quarter credits may be transferred.

	quarter credits; 45 upper-division credits	Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: GNED 1002, COMM 1001, SOCI 4080, and COMM 4901.
B.S. in Computer Information Systems	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: GNED 1001, COMM 1001, SOCI 4080, and BUSI 4001.
B.S. in Information Technology	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. No transfer credit will be accepted for the following courses: ITEC 1000, COMM 1001, SOCI 4080, and ITEC 4901
Master of Business Administration (M.B.A.)	12.5 semester credits	Students who receive transfer credits or waivers are still responsible for completing any relevant sections of the program project that would have been addressed as part of the waived/transferred course(s). No waiver or transfer of credit is allowed for MMBA 6505 or MMBA 6780. Health Care Management and Healthcare System Improvement specializations only: Transfer credit allowed in the M.B.A. for the same courses taken in the Master of Healthcare Administration (M.H.A.) program.
Master of Information Systems Management (M.I.S.M.)	12 semester credits	Credits must be earned within 5 years prior to or after matriculation into the degree program, but within the time limit for earning the degree.
M.S. in Leadership	12 semester credits	No waivers or transfer of credits is allowed for MMSL 6100, MMSL 6140, MMSL 6150, MMSL 6160, and MMSL 6900.
M.S. in Project Management	13 semester credits	A maximum of 13 semester credits may be transferred. No transfer of credit is allowed for MSPM 6900.
Doctor of Business Administration (D.B.A.)	21 semester credits	No transfer credit is accepted for DDBA 8005, DDBA 8160, or DDBA 8990.
Ph.D. in Applied Management and Decision Sciences (KAM-Based)	56 quarter credits	Up to 42 credits of KAMs may be waived on the basis of a relevant master's degree and applied to either KAMs I-III or KAM V. 12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200Z and RSCH 8300Z, respectively. No transfer credit is accepted for AMDS 8000, AMDS 8002, or AMDS 9000.
Ph.D. in Applied Management and Decision Sciences (Course-Based)	56 quarter credits	Up to 42 credits of KAMs may be waived on the basis of a relevant master's degree and applied to courses and KAM V. 12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200Z and RSCH 8300Z, respectively. No transfer of credit is allowed for AMDS 8000, AMDS

		8002, or AMDS 9000.

College of Social and Behavioral Sciences

School of Counseling and Social Service

M.S. in Mental Health Counseling	35 quarter credits	No transfer credit is accepted for the following courses: COUN 6000, COUN 6671, COUN 6682, COUN 6800, and COUN 6390.
Ph.D. in Counselor Education and Supervision	20 quarter credits	Courses must be at the doctoral level and must be from CACREP-accredited or CACREP-equivalent programs. Students must have received at least a *B*.
Ph.D. in Human Services	56 quarter credits	42 credits may be applied to KAMs I–III. 12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200U and RSCH 8300U, respectively. No transfer credit is accepted for HUMN 8008 or HUMN 9000.

School of Psychology

B.S. in Psychology	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: GNED 1001, COMM 1001, SOCI 4080, and PSYC 4010.
Post-Baccalaureate Certificate in Organizational Psychology and Development (post-bachelor's)	10 quarter credits	Transfer credit will be accepted for any two of the four courses in the certificate
M.S. in Forensic Psychology	25 quarter credits	No transfer credit is accepted for the following courses: PSYC 6001, PSYC 6393, and PSYC 6915.
M.S. in Psychology	25 quarter credits	Credit for psychological testing and assessment courses (PSYC 6341 and 6351) must be earned within 3 years prior to matriculation into Walden University. No transfer credit will be accepted for the following courses: PSYC 6001, PSYC 6390, PSYC 6391, PSYC 6392 and PSYC 6393.
Post-Master's Psychology Certificate in Teaching Online	10 quarter credits	
Ph.D. in Psychology	45 quarter credits*	Credit for psychological testing and assessment courses (PSYC 8341 and 8351) must be earned within 3 years prior to matriculation into Walden University. No waivers* or transfer of credits will be allowed for PSYC 8000, PSYC 8705, PSYC 8871, PSYC 8882, or PSYC 9000.

* Course Waiver With Replacement: Beyond courses transferred in, students in the Ph.D. program in Psychology who have taken equivalent courses from a university recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education may be able to waive up to 3

courses in which they received a grade of B or better, provided the courses were completed not more than 10 years (3 years for testing courses) prior to matriculation. Waived courses must be replaced with specialization-related and content-relevant courses that further develop students' competencies and are consistent with the Program of Study. Course waivers with replacement are determined by petitioning the Office of Admissions and providing supporting documentation similar to the transfer of credit process.		
School of Public Policy and Administration		
B.S. in Criminal Justice	135 credits (quarter credits)	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1000, COMM 1001, SOCI 4080, and CRJS 4150.
Master of Public Administration (M.P.A.)	25 quarter credits	
M.S. in Nonprofit Management and Leadership	15 quarter credits	
Ph.D. in Public Policy and Administration (Mixed-Model)	31–33 quarter credits	12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200P and RSCH 8300P, respectively.
Ph.D. in Public Policy and Administration (Course-Based)	31–33 quarter credits	12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200P and RSCH 8300P, respectively.

Transfer From the Military or by Exams

Walden University also considers credits for transfer from educational accomplishments attained in extra-institutional settings that are recognized by the American Council on Education's (ACE) Center for Adult Learning and Educational Credentials. It also considers credits earned in institutions accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

Credit-by-examination programs such as ACE's Military Evaluations Program (DANTES) and College Credit Recommendation Service (CREDIT) offer credit evaluations or recommendations for programs offered by the military and by civilian organizations such as businesses, corporations, government agencies, training providers, institutes, and labor unions. Evaluation services are also available for examination programs, for occupations with validated job-proficiency evaluation systems, and for correspondence courses offered by schools accredited by the Distance Education and Training Council.

Credits considered for transfer, which have been recommended or evaluated by ACE or accrediting bodies recognized by CHEA or the U.S. Department of Education, must meet the following conditions:

- The educational quality of the learning experience to be transferred meets the standards of the university.
- The nature, content, and level of the learning experience is comparable to that offered by the university.

- The learning experience is appropriate and applicable to the university's programs, in light of the student's educational goals.

Note: *While Continuing Education credits may be considered for transfer into a master's degree program, they are not eligible for transfer into a doctoral program.*

Reconsideration of an Evaluation

Students may request a review of the results of their transfer-of-credit evaluation by writing to the Office of Admissions within 60 calendar days of receiving the results. Because transfer-of-credit evaluations are based on many important factors, students should explain in detail in their written requests exactly why they believe the evaluation was flawed or that an error was made during the evaluation process. The appealed review is conducted by the executive director of admissions. This decision is final and not subject to further appeal.

Prior Learning Credit

Walden realizes adult students may come to the university with any number of learning experiences that may be evaluated and applied toward academic credit. This prior learning may take place in a formal educational setting or without the support of an institution. With that in mind, Walden offers a variety of means for students to earn undergraduate credit through prior learning.

Credit Limitations

1. Students admitted to the Bachelor of Science degree programs may apply "prior learning" credit toward the allowable maximums of 90 quarter credits of lower-division (1000–2000) general education and elective courses and 45 quarter credits of upper-division (3000-4000).

2. Up to the maximum transfer credit allowed by a program can be met via traditional course transfer.

3. The American Council on Education (ACE) has developed an approval process for offering applicable elective study in place of traditional coursework. These are the maximum amounts of transferable ACE credit allowed:

    a. 30 approved credits for lower-division-level work (1000–2000)

    b. 40 approved credits for upper-division-level work (3000–4000)

4. No more than 30 credits can be applied to any one type of prior learning, either credit by examination or credit by diploma.

Credit by Examination

The university is a member of DANTES (the Defense Activity for Non-Traditional Education Support) and allows students the option of credit by examination.

1. Retaking an examination may occur only one time per subject.

2. A 6-month waiting period must be completed before retaking an examination.

3. Credits earned by examination will be officially awarded after a student has successfully completed a minimum of 10 hours with Walden.

4. The fee for challenging a course through credit by examination is paid to the third-party testing organization upon application for the examination and is non-refundable.

5. No more than 6 courses can be awarded for credit by examination.

Third-party credit by examination alternatives include:

College-Level Examination Program (CLEP)

- Tests are given at CLEP testing centers.
- Costs include an examination fee plus the purchase of any textbooks or review materials.
- Students must achieve a minimum score of 50 on a CLEP exam to receive credit for a course.
- Walden will accept essay or non-essay versions of the CLEP English Composition Exam.
- Walden will award one course per CLEP exam passed.
- The cost of these exams is the responsibility of the student.
- Specific costs, examination subject matter, and sample exams can be found on the CLEP Web site.

DANTES Subject Standardized Tests (DSST)

- Tests are given at Thomson Prometric testing centers located in the U.S. and internationally. Internet-based testing is available on-site.
- Costs include an examination fee plus the purchase of any textbooks or review materials.
- Students must achieve a minimum grade of *C* on a DSST exam to receive credit for a course.
- Walden will award one course per DSST exam passed.
- The cost of these exams is the responsibility of the student.
- Additional information can be found on the DANTES/DSST Web site.

Excelsior College Examinations

- Tests are given at Pearson Professional Centers located in the U.S. and internationally.
- Costs include an examination fee plus the purchase of any textbooks or review materials.
- Students must achieve a minimum grade of *C* on an Excelsior exam to receive credit for a course.
- Walden will award credit for one course for per Excelsior exam passed.
- The cost of these exams is the responsibility of the student.
- Additional information can be found on the Excelsior Web site.

Credit-by-Examination Equivalents for General Education Courses

Course	CLEP	DSST	Excelsior
BIOL 1001 Introduction to Biology	Biology*		
CHEM 1001 Introduction to Chemistry	Chemistry*		
ENGL 0099 Academic Writing Fundamentals			College Writing
ENGL 1001 English Composition	English Composition (Optional essay section or exam)		English Composition
ENGL 2001 Introduction to Literature	Analyzing and Interpreting Literature* (Optional essay section or exam)		
ISYS 1001 Computer Information Fluency		Introduction to Computing	
MATH 1001 College Algebra	College Algebra	Fundamentals of College Algebra	
MATH 1002 Applied Math	College Mathematics		
NASC 1001 Environmental Science		Environment and Humanity: The Race to Save the Planet	
PHIL 1001 Introduction to Philosophy			
PHIL 2001 Ethics		Ethics in America	Ethics: Theory and Practice
PHSC 1001 Earth Science			Earth Science
POLI 1001 American Government	American Government		
PSYC 1001 Introduction to Psychology (non-majors only)	Introductory Psychology		
RELG 2001 World Religions		Introduction to World Religions	Religions of the World
SOCI 1001 Introduction to Sociology	Introductory Sociology		
SOCI 2001 Multicultural Dimensions			Cultural Diversity

of Society			

* Covers material usually taught in a two-semester course.
Credit-by-Examination Equivalents for Major Coursework

Course	*CLEP*	*DSST*	*Excelsior*
ACCT 1001 Accounting I	Financial Accounting	Principles of Financial Accounting	
BUSI 1001 Introduction to Business	Principles of Management	Introduction to Business	
BUSI 2001 Business Law	Introductory Business Law		
CAIS 1001 Introduction to Information Systems	Information Systems and Computer Applications	Management Information Systems	
ECON 1001 Macroeconomics	Principles of Macroeconomics		
ECON 1001 Microeconomics	Principles of Microeconomics		
EDUC 1001 Introduction to Education		Fundamentals of Education	
EDUC 1003 Educational Psychology	Introduction to Educational Psychology		
FNCE 3001 Financial Management		Principles of Finance	
HRMG 3001 Human Resource Management		Human Resource Management	Human Resource Management
MRKT 3001 Marketing	Principles of Marketing		
PSYC 1002 Psychology as a Natural Science or PSYC 1003 Psychology as a Social Science	Introductory Psychology		
PSYC 3002 Data Analysis and Presentation		Principles of Statistics	Statistics
PSYC 3003 Methods in Psychological Inquiry			Research Methods in Psychology
STAT 2001 Statistics		Principles of Statistics	Statistics

Advanced Placement (AP) and International Baccalaureate (IB) Diplomas

Walden University recognizes examinations taken in high school as part of an Advanced Placement (AP) or International Baccalaureate (IB) Diploma.

- Advanced Placement exam grades of *3* or higher are accepted.
- International Baccalaureate exam grades of *4* or higher are accepted.

Walden will award credit for one course exam taken.

- No more than 6 courses will be awarded.

Credit-by-Diploma Examination Equivalents for General Education Courses

Course	*Exam Topic*	*Advanced Placement*	*International Baccalaureate*
BIOL 1001	Biology	X	X
CHEM 1001	Chemistry	X	X
ECON 1001	Economics	X	X
ENGL 1001	English Language	X	X
ENGL 2001	English Literature	X	
NASC 1001	Environmental Science	X	
GEOG 1001	Geography		X
MATH 1002	Mathematics		X
PHIL 1001	Philosophy		X
PSYC 1001 (non-majors) or PSYC 1002 (majors)	Psychology	X	X
STAT 2001 or PSYC 3002	Statistics	X	
ARTS 1001	Visual Arts		X

Transfer Equivalency for Professional Certifications

Walden acknowledges that many students are working professionals who possess a wide range of prior experience and education. While working some students may have attained professional designations in their fields or industries. In association with certain professional organizations Walden offers transfer equivalency credit for some professional certifications.

American Institute for Chartered Property Casualty Underwriter (AICPCU) Articulation Agreement

B.S. in Business Administration students who hold the Chartered Property Casualty Underwriter (CPCU) designation are eligible to receive transfer credit for courses in their program.

Transfer credit for students holding this professional designation is awarded for the following courses:

- **Core Course:** FNCE 3001 Financial Management
  Must have successfully completed CPCU 540 and 560.

- **Finance Concentration:** FNCE 4101 Corporate Finance, FNCE 4102 Financial Institutions and Markets, and FNCE 4103 International Finance
  Must have successfully attained the CPCU designation.

Child Development Associate (CDA) Articulation Agreement

B.S. in Child Development students who possess a CDA Credential in the Center-Based Setting will qualify for transfer of credit articulation into the B.S. in Child Development Program.

Credit for students holding this professional designation is awarded for the following courses:

- EDUC 1001 Introduction to Education

- EDUC 1004 Child Development

- EDUC 1005 Child Health, Safety, and Nutrition

- EDUC 1006 Child, Family, and Community Relationships

- EDUC 3003 Observation and Assessment of Young Children

Only students who possess a CDA Credential in the Center-Based Setting will qualify for transfer of credit articulation into the B.S. in Child Development Program.

Society for Human Resource Management (SHRM) Articulation Agreement

B.S. in Business Administration students who hold the Professional in Human Resources (PHR), the Senior Professional in Human Resources (SPHR), or the Global Professional in Human Resources (GPHR) designation are eligible to receive transfer credit for one core course and two concentration courses in their program.

Transfer credit for students holding these professional designations is awarded for the following courses:

- **B.S. in Business Administration Core Course:** HRMG 3001 Human Resource Management

- **Concentration Course:** HRMG 4201 Strategic Human Resource Management

- **Concentration Course:** HRMG 4202 Human Resource Development and Change

HRMG 4203 Human Resource Management: Analysis and Problems must be taken.

SHRM approved preparation courses that have been assigned credit by ACE (American Council on Education) may also be substituted for these three courses.

Conditional Admission

Part of Walden University's mission is to extend access to a broad group of individuals who are able to benefit personally from their educational experience, and in turn bring benefit to those they serve. Indeed, Walden values the unique educational backgrounds, life experiences and professional accomplishments of its applicants.

Walden recognizes that in some cases applicants who do not meet the admission requirements bring a wide variety of educational and professional experiences to the university that taken together may predict their success. That is, the university recognizes that a low grade point average earned for prior academic work may not be representative of an applicant's potential for success in its programs. It also recognizes that applicants with a high GPA may have a degree or experience not directly related to the program to which they are applying.

Accordingly, applicants may be offered conditional admission to the university with a stipulation for academic performance at the level of *B* or better, the successful completion of academic progress requirements during the initial term(s) of enrollment, the completion of prerequisites, or other stipulations (including receipt of official records).

Additionally, applicants whose files lack official transcripts or international evaluation yet who have provided unofficial pieces may be offered conditional admission. This will allow them to register for their first-term courses. The missing information must be received within 30 calendar days of the term start. After 30 calendar days and until the information is received, a hold will prevent the student from registering for classes beyond the first term. Students who fail to submit the appropriate documentation by this deadline may become administratively withdrawn from the university. (Also see section in this *Walden University Student Handbook* on Administrative Withdrawal.) Walden cannot process student loans or disburse funds until it has received all official transcript(s) or international evaluations.

Conditional Admission for NTU Certificates

With their admission application, students submit a certificate course proposal using a provided template, in which they state their objectives and program rationale. Upon admission, students work with academic personnel to confirm or modify the course program.

Students cannot apply for a certificate program retroactively (e.g., complete eight courses in a degree program, then stop work on the degree and apply for one or two certificates). No transfer courses are accepted into certificate programs. No matter what courses students have already taken, at least four new courses from the NTU School must be completed to obtain a certificate.

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

Applicants With Degrees From Non-U.S. Institutions

Applying for Admission

Walden University welcomes people who have degrees from non-U.S. institutions. To apply, they will need one of the following from an institution of higher learning that is accredited or recognized by the country's higher education authority:

- Coursework completed
- A diploma, high school equivalent, associate (or equivalent), bachelor's, or master's (equivalent) degree

All applicants must have their transcript(s) from outside the United States certified for equivalency to U.S. degrees or coursework by one of the following two services:

- The Global Transcript Evaluation service offered by Walden University
- A credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES)

Applicants who have completed coursework at, or hold degrees from, a postsecondary institution in Australia, Canada (except Quebec), New Zealand, or the United Kingdom will normally not need to have their academic transcripts evaluated and certified for equivalency.

Seeking Transfer Credit

Any applicant seeking transfer of credits from an institution outside the United States into a Walden University degree program must have a course-by-course evaluation of relevant transcripts completed by a member of the National Association of Credential Evaluation Services (NACES).

In any circumstances where the Office of Admissions is unable to determine the academic level or course credit awarded in relation to U.S. educational standards, applicants will be asked to submit their transcripts to a member of NACES (or their nursing licensure/certification to the Commission on Graduates of Foreign Nursing Schools) for evaluation. Applicants must pay the evaluation fee directly to the NACES member or to CGFNS.

When evaluating bachelor's degree transcripts from recognized foreign institutions for the purpose of admission to graduate programs, Walden University will consider degrees obtained from countries participating in the Bologna Process to be equivalent to U.S. bachelor's degrees. Such applications will be forwarded to the relevant graduate admissions team for further evaluation. Walden recognizes three-year degrees in Divisions I and II from Indian institutions accredited by NAAC with grade of *A* as the equivalent to a U.S. bachelor's degree.

Applications received from countries not participating in the Bologna Process will continue to require an international transcript evaluation, unless a specific case can be made that they are equivalent to U.S. bachelor's degrees for the purposes of matriculation into a graduate program. All applicants are subject to

school-specific admission criteria. Walden University will continue to monitor developments with the Bologna Process, including student admission data, academic progress, and the response of U.S. universities, transcript evaluation organizations, and accreditation associations.

International Inquiries

For international inquiries, please visit the Contact Numbers page on the Walden Web site to see a list of international phone numbers.

Non-Degree-Seeking Students

Walden University offers many courses to individuals who do not wish to enroll in a degree program. With the approval of the executive director of admissions, qualified applicants may register for a maximum of three courses as a non-degree-seeking student.

Non-degree-seeking students may only take one course at a time, unless prior approval is granted by the executive director of admissions.

Non-degree-seeking students may register for any course that is not a capstone or does not have a face-to-face component. Capstones include those courses designated specifically as program capstones, doctoral studies, dissertations, and theses. Courses with a face-to-face component that are not available for non-degree-seeking students include study abroad, service learning, internships, practica, and any courses that specifically include a face-to-face requirement.

Note: Students are responsible for fulfilling prerequisites attached to coursework. Please refer to course descriptions for a list of prerequisites.

Application materials are available from the non-degree registration team (nondegree@waldenu.edu) and must be submitted at least 14 calendar days before the first day of the course.

Note: Non-degree-seeking students are not eligible for financial aid.

Changing Degree Programs

Current and withdrawn students are eligible to be considered for admission to a new degree program.

Undergraduate Students

Students should contact a member of the **Academic Advising Team** to discuss the possible implications of changing degree programs, which can include the following:

- Change in transfer of credit
- Change in time to completion
- Change in financial aid award

- Change in tuition, if there was a tuition reduction associated with the original program that is not offered for the new program of interest

After speaking with a member of the Academic Advising Team, students will need to complete a *Change of Program Request* form and return it to their advisor. Once received, the request will be reviewed along with the student's academic records and account. If there are any holds on the account or if the student is not in good academic standing, the program change request will be denied.

Graduate Students

After reviewing the admission requirements, students should contact a member of the **Enrollment Advising Team** in the school that offers the new degree program to determine the necessary steps to change programs. Additional application requirements may be required. Please note that a student's entire academic record will be reviewed in determining eligibility for admission into the new program.

Students who are admitted to the new program will need to complete a new Professional Development Plan and *Program of Study* form to outline their new degree and academic progress requirements.

Students who have failed coursework at Walden may be required to retake the failed coursework prior to matriculation into a new degree program. In certain instances, coursework may be repeated elsewhere; however, all academic experiences will be reviewed during admission consideration.

Note: Students are allowed to repeat a failed course only once at Walden.

Students will fall into one of two categories listed below and must follow the process outlined.

- Active: Contact a member of the Academic Advising Team should the decision be made to repeat coursework outside of Walden University. Students must complete a Letter of Permission in advance of this coursework.
- Inactive: Contact a member of the Enrollment Advising Team should the decision be made to repeat coursework outside of Walden University.

Note: Only external coursework approved by the Office of Admissions will be eligible to replace coursework.

Changing Concentrations or Specializations Within a Degree Program

Currently enrolled students are eligible to be considered for admission to a new concentration or specialization within a degree program.

Undergraduate Concentrations

After reviewing the admission requirements, students who have questions about this process should contact the Academic Advising Team. Students may need to complete a new *Program of Study* form to outline their academic progress.

Graduate Specializations

Students must

- Review the admission requirements.
- Contact the Academic Advising Team.
- Submit a written request to the academic advisor.
- Submit a *Change of Specialization* form to the academic advisor via email.
- Complete a new *Program of Study* form and Professional Development Plan, depending on the program.

Deferring Admission

An offer of admission is valid for one year from the date of that offer. If an admitted student does not enroll during that year and later wants to enroll, the student will be required to pay the application fee again and submit another application with all the necessary supporting documents, including official transcripts. Documents submitted are only good for one year. All documents submitted become property of Walden University.

Students may defer admission for up to two start dates with the written request from the student for a deferred admission date.

Students who wish to defer their admission must notify the university by the 7th calendar day of the term for which they accepted the admission offer, to avoid notation on their academic record and financial obligation. After the 7th calendar day, new students who are not active in courses will be administratively withdrawn, and a withdrawal will be put on their transcript. These students are not eligible for an admission deferral and must petition for readmission. (Also see section of this *Walden University Student Handbook* on Administrative Withdrawal under "Withdrawing from the University".)

These students are required to pay for the portion of any course(s) taken, as per the university refund policy. Students who defer their offer of admission are subject to the changes that may occur within their program prior to start.

Timeline Summary and Withdrawal Deadlines

Impact	Up to Day 7	After Day 7
Academic	None	Notation of *W* grade on transcript
Financial	None	Financially obligated

Gaining Readmission

Students who withdraw and then want to return to the university within two consecutive terms of the withdrawal date, and who are eligible to return, may email a member of the Academic Advising Team with the request to be reinstated to the program.

Students who withdraw and want to return to the university after two consecutive terms but less than a year from their withdrawal date, and who are eligible to return, may submit an online *Petition for Readmission* to the Academic Advising Team at least 30 calendar days prior to the first day of the month in which they want to return to their program. If approved, they will be re-enrolled without academic penalty.

Students who want to return to the university more than a year after their withdrawal date, and who are eligible to return, must follow the regular application process. Students being readmitted after more than 1 year must meet the academic degree requirements within the *Walden University Catalog* under which they are readmitted.

Students who withdraw from the university and then want to be admitted to a new program must follow the regular application process. If readmitted, a student's prior length of enrollment will count toward the minimum university enrollment and progress standards for the receipt of financial aid.

All prior Walden coursework will be reviewed during the readmission application process.

Students who are dismissed for Code of Conduct violations are not eligible for readmission. Except in cases where students can transfer in an equivalent course, students who are dismissed because they fail two required courses are not eligible for readmission.

Readmission Decisions

The offer of readmission is based on a careful review of the *Petition for Readmission* or standard application materials and also on a comprehensive assessment of the applicant's prior academic performance and ability to succeed in the program.

If an offer of readmission is made, the applicant is required to pay the current quarter's or semester's tuition and fees, as well as any balance still owed to the bursar's office at least 15 calendar days before the scheduled start date. Students must also submit all outstanding official transcripts prior to matriculation to the university. The university considers the student officially readmitted on the date specified in the acceptance letter. The offer of readmission remains in effect for 12 months.

If a petition for readmission is denied, the applicant must wait a minimum of 6 months (from the prior readmission request) before applying again for readmission.

English Proficiency

The main language of instruction at Walden is English; therefore, academic success depends upon a student's ability to converse in, write, and understand English. Applicants who do not possess an associate degree or higher from an institution in one of the following countries must submit official scores from one of the tests listed here: Australia, Belize, the British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Ireland, Liberia, New Zealand, the Philippines, Scotland, the United States, or Wales. Scores may not be more than 2 years old.

Graduates from universities where course instruction and evaluation were conducted in English, and for which university verification is available (through the *International Handbook of Universities*, published and edited by IAU/UNESCO, 2003), may request that this requirement be waived. Additional information may be requested from the applicant's university's registrar's office to verify that the instruction was truly conducted in English.

English Proficiency Test	Minimum Required Score
Test of English as a Foreign Language (TOEFL)	550 on the paper-based; 213 on the computer-based
Michigan English Language Assessment Battery (MELAB)	82
Academic Modules of the International English Language Testing System (IELTS)	6.5 overall band score

Academic Calendar and Registration Policies

Academic Calendar

Please note quarter and semester start and end dates for the 2009–2010 academic year. Click on the links above to access detailed calendars for either the Quarter-Based Programs or the Semester-Based Programs.

Walden University's Academic Calendar is broken up into Quarter-Based Terms (Fall, Winter, Spring, and Summer) and Semester-Based Terms (Fall, Spring, and Summer). Within each of these terms, there are Parts of Term that correlate to specific course lengths. These calendars provide term-specific information and list the last day to add or drop a course (with refund) and the last day to withdraw with a grade of "W." The calendars also contain coding that is aligned with the Office of the Registrar's system for student registration.

For a downloadable (and expanded) Academic Calendar in PDF format, visit the registrar's Academic Calendar Web page.

At-A-Glance Calendar

Term	First Day of Term	Last Day of Term
Quarter-Based		
Fall Quarter 2009	08-Sep-09	29-Nov-09
Winter Quarter 2009	07-Dec-09	28-Feb-10
Spring Quarter 2010	08-Mar-10	30-May-10
Summer Quarter 2010	07-Jun-10	29-Aug-10
Semester-Based		
Fall Semester 2009	8-Sep-09	27-Dec-09
Spring Semester 2010	4-Jan-10	25-Apr-10
Summer Semester 2010	3-May-10	22-Aug-10

Quarter-Based Programs

Quarter-Based Parts of Term are predefined and include specific course lengths required for programs. Student Success courses are also offered during specified Quarter-Based Parts of Term. Information about courses offered during these Parts of Term can be found on the myWalden university portal by selecting the "Review Schedule or Drop Classes" link within the "Student Services" tab.

Students who have questions about registration should contact the Academic Advising Team.

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to WITHDRAW with W
Fall Quarter 2009								
201010	201010	Fall Quarter	12	08-Sep-09	29-Nov-09	10-Sep-09	14-Sep-09	22-Oct-09
201010	201010-3	Fall Quarter: Part of Term 3	6	08-Sep-09	18-Oct-09	10-Sep-09	14-Sep-09	27-Sep-09
201010	201010-5	Fall Quarter: Part of Term 5	6	19-Oct-09	29-Nov-09	21-Oct-09	25-Oct-09	07-Nov-09
201010	201010-15	Fall Quarter: Part of Term 15	2	08-Sep-09	20-Sep-09	10-Sep-09	10-Sep-09	15-Sep-09
201010	201010-17	Fall Quarter: Part of Term 17	4	08-Sep-09	04-Oct-09	10-Sep-09	14-Sep-09	22-Sep-09
201010	201010-19	Fall Quarter: Part of Term 19	2	19-Oct-09	01-Nov-09	21-Oct-09	21-Oct-09	26-Oct-09
201010	201010-21	Fall Quarter: Part of Term 21	4	19-Oct-09	15-Nov-09	21-Oct-09	25-Oct-09	02-Nov-09
201010	201010-23	Fall Quarter: Part of Term 23	3	08-Sep-09	27-Sep-09	10-Sep-09	10-Sep-09	18-Sep-09
201010	201010-25	Fall Quarter: Part of Term 25	3	19-Oct-09	08-Nov-09	21-Oct-09	21-Oct-09	29-Oct-09
Winter Quarter 2009								
201030	201030	Winter Quarter	12	07-Dec-09	28-Feb-10	09-Dec-09	13-Dec-09	20-Jan-10
201030	201030-3	Winter Quarter: Part of Term 3	6	07-Dec-09	17-Jan-10	09-Dec-09	13-Dec-09	26-Dec-09
201030	201030-5	Winter Quarter: Part of Term 5	6	19-Jan-10	28-Feb-10	21-Jan-10	25-Jan-10	07-Feb-10
201030	201030-15	Winter Quarter: Part of Term 15	2	07-Dec-09	20-Dec-09	09-Dec-09	09-Dec-09	14-Dec-09
201030	201030-17	Winter Quarter: Part of Term 17	4	07-Dec-09	03-Jan-10	09-Dec-09	13-Dec-09	21-Dec-09
201030	201030-19	Winter Quarter: Part of Term 19	2	19-Jan-10	31-Jan-10	21-Jan-10	21-Jan-10	26-Jan-10
201030	201030-21	Winter Quarter: Part of Term 21	4	19-Jan-10	14-Feb-10	21-Jan-10	25-Jan-10	01-Feb-10
201030	201030-23	Winter Quarter: Part of Term 23	3	07-Dec-09	27-Dec-09	09-Dec-09	09-Dec-09	17-Dec-09
201030	201030-25	Winter Quarter: Part of Term 25	3	19-Jan-10	07-Feb-10	21-Jan-10	21-Jan-10	29-Jan-10
Spring Quarter 2010								
201050	201050	Spring Quarter	12	08-Mar-10	30-May-10	10-Mar-10	14-Mar-10	21-Apr-10
201050	201050-3	Spring Quarter: Part of Term 3	6	08-Mar-10	18-Apr-10	10-Mar-10	14-Mar-10	27-Mar-10
201050	201050-5	Spring Quarter: Part of Term 5	6	19-Apr-10	30-May-10	21-Apr-10	25-Apr-10	08-May-10

201050	201050-15	Spring Quarter: Part of Term 15	2	08-Mar-10	21-Mar-10	10-Mar-10	10-Mar-10	15-Mar-10
201050	201050-17	Spring Quarter: Part of Term 17	4	08-Mar-10	04-Apr-10	10-Mar-10	14-Mar-10	22-Mar-10
201050	201050-19	Spring Quarter: Part of Term 19	2	19-Apr-10	02-May-10	21-Apr-10	21-Apr-10	26-Apr-10
201050	201050-21	Spring Quarter: Part of Term 21	4	19-Apr-10	16-May-10	21-Apr-10	25-Apr-10	02-May-10
201050	201050-23	Spring Quarter: Part of Term 23	3	08-Mar-10	28-Mar-10	10-Mar-10	10-Mar-10	18-Mar-10
201050	201050-25	Spring Quarter: Part of Term 25	3	19-Apr-10	09-May-10	21-Apr-10	21-Apr-10	29-Apr-10
Summer Quarter 2010								
201070	201070	Summer Quarter	12	07-Jun-10	29-Aug-10	09-Jun-10	13-Jun-10	21-Jul-10
201070	201070-3	Summer Quarter: Part of Term 3	6	07-Jun-10	18-Jul-10	09-Jun-10	13-Jun-10	26-Jun-10
201070	201070-5	Summer Quarter: Part of Term 5	6	19-Jul-10	29-Aug-10	21-Jul-10	25-Jul-10	07-Aug-10
201070	201070-15	Summer Quarter: Part of Term 15	2	07-Jun-10	20-Jun-10	09-Jun-10	09-Jun-10	14-Jun-10
201070	201070-17	Summer Quarter: Part of Term 17	4	07-Jun-10	04-Jul-10	09-Jun-10	13-Jun-10	21-Jun-10
201070	201070-19	Summer Quarter: Part of Term 19	2	19-Jul-10	01-Aug-10	21-Jul-10	21-Jul-10	26-Jul-10
201070	201070-21	Summer Quarter: Part of Term 21	4	19-Jul-10	15-Aug-10	21-Jul-10	25-Jul-10	02-Aug-10
201070	201070-23	Summer Quarter: Part of Term 23	3	07-Jun-10	27-Jun-10	09-Jun-10	09-Jun-10	17-Jun-10
201070	201070-25	Summer Quarter: Part of Term 25	3	19-Jul-10	08-Aug-10	21-Jul-10	21-Jul-10	29-Jul-10

Semester-Based Programs

Semester-Based Parts of Term are predefined and include specific course lengths required for programs. Student Success courses are also offered during specified Semester-Based Parts of Term. Information about courses offered during these Parts of Term can be found on the myWalden university portal by selecting the "Review Schedule or Drop Classes" link within the "Student Services" tab.

Students who have questions about registration should contact the Academic Advising Team.

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to WITHDRAW with W
Fall Semester 2009								
201020	201020	Fall Semester	16	8-Sep-09	27-Dec-09	10-Sep-09	14-Sep-09	6-Nov-09
201020	201020-2	Fall Semester: Part of Term 2	8	8-Sep-09	1-Nov-09	10-Sep-09	14-Sep-09	7-Oct-09
201020	201020-4	Fall Semester: Part of Term 4	8	2-Nov-09	27-Dec-09	4-Nov-09	8-Nov-09	1-Dec-09
201020	201020-6	Fall Semester: Part of Term 6	16	2-Nov-09	21-Feb-10	4-Nov-09	8-Nov-09	31-Dec-09
201020	201020-8	Fall Semester: Part of Term 8	5	8-Sep-09	11-Oct-09	10-Sep-09	14-Sep-09	25-Sep-09
201020	201020-10	Fall Semester: Part of Term 10	5	12-Oct-09	15-Nov-09	14-Oct-09	18-Oct-09	29-Oct-09
201020	201020-12	Fall Semester: Part of Term 12	5	16-Nov-09	20-Dec-09	18-Nov-09	22-Nov-09	3-Dec-09
201020	201020-14	Fall Semester: Part of Term 14	10	8-Sep-09	15-Nov-09	10-Sep-09	14-Sep-09	16-Oct-09
201020	201020-16	Fall Semester: Part of Term 16	14	8-Sep-09	13-Dec-09	10-Sep-09	14-Sep-09	29-Oct-09
201020	201020-18	Fall Semester: Part of Term 18	6	8-Sep-09	18-Oct-09	10-Sep-09	14-Sep-09	27-Sep-09
201020	201020-20	Fall Semester: Part of Term 20	2	8-Sep-09	20-Sep-09	10-Sep-09	10-Sep-09	15-Sep-09
201020	201020-26	Fall Semester: Part of Term 26	4	8-Sep-09	4-Oct-09	10-Sep-09	14-Sep-09	22-Sep-09
201020	201020-28	Fall Semester: Part of Term 28	2	2-Nov-09	15-Nov-09	4-Nov-09	4-Nov-09	9-Nov-09
201020	201020-30	Fall Semester: Part of Term 30	10	12-Oct-09	20-Dec-09	14-Oct-09	18-Oct-09	18-Nov-09
201020	201020-32	Fall Semester: Part of Term 32	6	16-Nov-09	27-Dec-09	19-Nov-09	22-Nov-09	5-Dec-09
201020	201020-34	Fall Semester: Part of Term 34	4	2-Nov-09	29-Nov-09	4-Nov-09	8-Nov-09	16-Nov-09
201020	201020-36	Fall Semester: Part of Term 36	3	8-Sep-09	27-Sep-09	10-Sep-09	10-Sep-09	18-Sep-09
201020	201020-38	Fall Semester: Part of Term 38	3	2-Nov-09	22-Nov-09	4-Nov-09	4-Nov-09	12-Nov-09
Spring Semester 2009								
201040	201040	Spring Semester	16	4-Jan-10	25-Apr-10	6-Jan-10	10-Jan-10	4-Mar-10
201040	201040-2	Spring Semester: Part of Term 2	8	4-Jan-10	28-Feb-10	6-Jan-10	10-Jan-10	2-Feb-10
201040	201040-4	Spring Semester: Part of Term 4	8	1-Mar-10	25-Apr-10	3-Mar-10	7-Mar-10	30-Mar-10
201040	201040-6	Spring Semester: Part of Term 6	16	1-Mar-10	20-Jun-10	3-Mar-10	7-Mar-10	29-Apr-10

201040	201040-8	Spring Semester: Part of Term 8	5	4-Jan-10	7-Feb-10	6-Jan-10	10-Jan-10	21-Jan-10
201040	201040-10	Spring Semester: Part of Term 10	5	8-Feb-10	14-Mar-10	10-Feb-10	14-Feb-10	25-Feb-10
201040	201040-12	Spring Semester: Part of Term 12	5	15-Mar-10	18-Apr-10	17-Mar-10	21-Mar-10	1-Apr-10
201040	201040-14	Spring Semester: Part of Term 14	10	4-Jan-10	14-Mar-10	6-Jan-10	10-Jan-10	11-Feb-10
201040	201040-16	Spring Semester: Part of Term 16	14	4-Jan-10	11-Apr-10	6-Jan-10	10-Jan-10	24-Feb-10
201040	201040-18	Spring Semester: Part of Term 18	6	4-Jan-10	14-Feb-10	6-Jan-10	10-Jan-10	23-Jan-10
201040	201040-20	Spring Semester: Part of Term 20	2	4-Jan-10	17-Jan-10	6-Jan-10	6-Jan-10	11-Jan-10
201040	201040-26	Spring Semester: Part of Term 26	4	4-Jan-10	31-Jan-10	6-Jan-10	10-Jan-10	19-Jan-10
201040	201040-28	Spring Semester: Part of Term 28	2	1-Mar-10	21-Mar-10	3-Mar-10	3-Mar-10	8-Mar-10
201040	201040-30	Spring Semester: Part of Term 30	10	8-Feb-10	18-Apr-10	10-Feb-10	14-Feb-10	18-Mar-10
201040	201040-32	Spring Semester: Part of Term 32	6	15-Mar-10	25-Apr-10	17-Mar-10	21-Mar-10	3-Apr-10
201040	201040-34	Spring Semester: Part of Term 34	4	1-Mar-10	28-Mar-10	3-Mar-10	7-Mar-10	15-Mar-10
201040	201040-36	Spring Semester: Part of Term 36	3	4-Jan-10	24-Jan-10	6-Jan-10	6-Jan-10	14-Jan-10
201040	201040-38	Spring Semester: Part of Term 38	3	1-Mar-10	21-Mar-10	3-Mar-10	3-Mar-10	11-Mar-10
Summer Semester 2010								
201060	201060	Summer Semester	16	3-May-10	22-Aug-10	5-May-10	9-May-10	1-Jul-10
201060	201060-2	Summer Semester: Part of Term 2	8	3-May-10	27-Jun-10	5-May-10	9-May-10	1-Jun-10
201060	201060-4	Summer Semester: Part of Term 4	8	28-Jun-10	22-Aug-10	30-Jun-10	4-Jul-10	27-Jul-10
201060	201060-6	Summer Semester: Part of Term 6	16	28-Jun-10	10-Oct-10	30-Jun-10	4-Jul-10	26-Aug-10
201060	201060-8	Summer Semester: Part of Term 8	5	3-May-10	6-Jun-10	5-May-10	9-May-10	22-May-10
201060	201060-10	Summer Semester: Part of Term 10	5	7-Jun-10	11-Jul-10	9-Jun-10	13-Jun-10	24-Jun-10
201060	201060-12	Summer Semester: Part of Term 12	5	12-Jul-10	15-Aug-10	14-Jul-10	18-Jul-10	29-Jul-10
201060	201060-14	Summer Semester: Part of Term 14	10	3-May-10	11-Jul-10	5-May-10	9-May-10	10-Jun-10
201060	201060-16	Summer Semester: Part of Term 16	14	3-May-10	8-Aug-10	5-May-10	9-May-10	23-Jun-10
201060	201060-18	Summer Semester: Part of Term 18	6	3-May-10	13-Jun-10	5-May-10	9-May-10	22-May-10
201060	201060-20	Summer Semester: Part of Term 20	2	3-May-10	16-May-10	5-May-10	5-May-10	10-May-10
201060	201060-26	Summer Semester: Part of Term 26	4	3-May-10	30-May-10	5-May-10	9-May-10	17-May-10

201060	201060-28	Summer Semester: Part of Term 28	2	28-Jun-10	11-Jul-10	30-Jun-10	30-Jun-10	5-Jul-10
201060	201060-30	Summer Semester: Part of Term 30	10	7-Jun-10	15-Aug-10	9-Jun-10	13-Jun-10	6-Jul-10
201060	201060-32	Summer Semester: Part of Term 32	6	12-Jul-10	22-Aug-10	14-Jul-10	18-Jul-10	29-Jul-10
201060	201060-34	Summer Semester: Part of Term 34	4	28-Jun-10	25-Jul-10	30-Jun-10	4-Jul-10	12-Jul-10
201060	201060-36	Summer Semester: Part of Term 36	3	3-May-10	23-May-10	5-May-10	5-May-10	13-May-10
201060	201060-38	Summer Semester: Part of Term 38	3	28-Jun-10	18-Jul-10	30-Jun-10	30-Jun-10	15-Jul-10

Registration Policies

Course Registration

Student registration is governed by the university and is determined by student's Program of Study. Students in certain programs register for courses online. Course availability lists and schedules appear on the students' myWalden university portal along with detailed registration instructions. Students must follow the instructions for their particular program.

In programs with prescribed course sequences, students are automatically registered for their courses by the Office of the Registrar during each registration period.

Registration Periods

Registration generally opens 60 calendar days prior to the start of the term.

Students may **add a course** to their schedule up until **day 3** of the course. Students may add a course after **day 3** and through **day 7** only with the approval of both the course instructor and the program's associate dean/executive director or their designee.

Students may **drop a course** from their schedule **through day 7** of the course without transcript notation or financial penalty.

No section changes will be made after **day 7** of the term.

Failure to Register

Students who fail to register, and have not applied for or been granted a leave of absence, risk being withdrawn from the university and may not have access to academic and administrative services. These students will not retain financial aid. To re-enter the university, they must apply for reinstatement or readmission and, if necessary, reapply for financial aid.

Withdrawing From a Course

Students who wish to withdraw from one or more courses must notify the Academic Advising Team in writing via email. Phone requests, failure to participate in coursework, or notification to the course instructor does not constitute a course withdrawal request.

Note: **Students who wish to withdraw from all their courses must notify a member of the Academic Advising Team and the registrar's office in writing of their intention.**

For courses with withdrawal notifications received no later than the 7th calendar day of the term, there will be no transcript record of the class. For courses with withdrawal notifications received no later than the deadline noted below, a *W* grade for the course will be noted on the transcript. Students who withdraw after these deadlines will receive the grade the course instructor determines to be appropriate given the course requirements.

Course Length	Withdrawal Deadline for W Grade
2-week course	8th calendar day
4-week course	15th calendar day
5-week course	18th calendar day
6-week course	20th calendar day
8-week course	30th calendar day
12-week course	45th calendar day
16-week course	60th calendar day

Ordering Course Materials

Students taking courses are often required to obtain specific textbooks and reading packets for each course. Students should consult information on their myWalden university portal to determine the textbooks, reading packets, media or other materials required for their courses.

Enrollment, Academic Progress, and Grading Policies

Enrollment Requirements and Options

Enrollment Requirements

Walden University has time limits from initial enrollment to completion of degree program, which are as follows:

- **Doctoral students**: 8 calendar years
- **Master's and Ed.S. student**s: 5 calendar years
- **Bachelor's students**: 8 years

Time students spend on leave of absence counts toward students' program length. If students request a leave of absence during a time when their program deadline will expire, they must first file an appeal for an extension of their program deadline and have it approved prior to leave of absence being granted.

For students on military leave of absence, their leave time doesn't count toward the total time allowed to earn their degree program.

Students need to complete the minimum credit requirements described in their program's section of the *Walden University Catalog*.

Continuous Enrollment Policy
The university expects students to be continuously enrolled until the completion of all degree requirements. Students receiving financial aid should consult a financial aid counselor to determine how their enrollment status impacts their eligibility for financial aid and education loan deferment now and in the future.

Enrollment Options

Enrollment Status

Students in course-based programs may enroll either full time or part time. Students must know and meet the enrollment requirements of their program and area of specialization or concentration (if appropriate) as described in the applicable section of this *Walden University Student Handbook* and the *Walden*

University Catalog. Students receiving federal financial aid must know and meet the enrollment requirements for continued aid and/or education loan deferment eligibility.

Full-Time Enrollment

- Students in KAM- or KAM/course-based programs are considered to be enrolled full time.

- Graduate students in course-based programs enrolled for a minimum of 6 credits per 8- or 12-week term are considered full time.

- Undergraduate students enrolled for 12 or more credits per 8- or 12-week term are considered full time.

Three-Quarter-Time Enrollment

- Undergraduate students enrolled for 9 to 11 credits per term are considered enrolled three-quarter time.

Half-Time Enrollment

- Graduate students registered for 3 to 5 credits are considered enrolled half time. ***Note:*** *Eligibility for federal financial aid may change due to half-time status.*

- Undergraduate students registered for 6 to 8 credits are considered enrolled half time.

Less Than Half-Time Enrollment

- Graduate students registered for fewer than 3 credits are considered enrolled less than half time.

- Students taking a leave of absence from the university are also considered less than half time.

- Undergraduate students registered for fewer than 6 credits per term are considered enrolled less than half time.

Note: *Students enrolled less than half time are not eligible for federal loans or loan deferment. First-time undergraduates may be eligible for a federal Pell Grant.*

Maximum Course Registration Limit

It is important for students to understand the impact of the course load. Whether undergraduate- or graduate-level courses are being taken, students should recognize that full-time students spend on average between 10 and 20 hours outside the classroom completing course-related work each week. This is in addition to time in the classroom.

Graduate Students
Graduate students are not permitted to be enrolled in more than two full courses per 6- or 8-week term. If students feel that circumstances are such that they can successfully complete additional courses in a given term, they must submit a petition to the associate dean/executive director or designee for a temporary (one-term) waiver of the course load limit. The decision of the associate dean/executive director or designee will be based on previous academic record or on the quality and relevance of the student's request and will be considered final.

Undergraduate Students
Undergraduate students may enroll in no more than 6 quarter credits in their first 6-week term as a student of Walden University. They may subsequently enroll in no more than 12 quarter credits per 6-week term.

They may enroll in no more than 22 quarter credits total in any academic quarter.

If students feel, for whatever reason, that circumstances are such that they must exceed the maximum enrollment levels, they may seek approval through the Academic Petition Process at least 10 days prior to the beginning of the quarter or 6-week term.

Note: *Approval of such requests will be contingent on the student's demonstration of the unique or special circumstances of their academic or personal situation that has prompted the appeal. Petitions requesting approval to exceed the maximum credit levels will not be granted simply on student desire to accelerate time to degree.*

Minimum Credits Earned at Walden Toward Bachelor's Degree

Undergraduate students must fulfill a minimum requirement of 45 credits through Walden University to receive a Walden B.S. degree. If students have received transfer credit for a course with duplicated learning in a required course, a member of the Academic Advising Team will recommend another course so students may meet the total number of required credits.

Minimum Years of Enrollment at Walden Toward Graduate Degrees

- Master's degree and Education Specialist (Ed.S.) degree candidates for graduation must have a minimum of one year enrollment at Walden University.

- Doctoral degree candidates for graduation must have a minimum of 2 years of enrollment at Walden University.

Student Enrollment Verification

Degree-seeking students who have been enrolled at Walden University for at least 6 weeks can contact the National Student Clearinghouse at 1-703-742-7791 to receive confirmation of enrollment at the university. The clearinghouse furnishes student loan lenders, mortgage lenders, insurance companies, and employers with students' enrollment status, anticipated graduation dates, and current term start and end dates.

Office of the Registrar staff members are available to answer questions or concerns regarding student enrollment verification requests. They can be reached at 1-800-925-3368 (1-800-WALDENU) or reghelp@waldenu.edu

Students who have accepted their offer of admission but have yet to begin their program may contact the Office of Admissions if verification of enrollment is necessary for purpose of scholarship application, reimbursement forms, and so on.

Residency Requirements

Academic residencies are held throughout the year at various locations for students to meet with college faculty, administrators, and representatives from the Center for Student Success (Walden Library, Writing Center, Career Center), Center for Research Support, and academic advisors and student support staff.

They also provide a foundation on which students can progress through the process of completing the research degree by developing scholarly research and professional skills that reflect the university's mission of positive social change.

The following core goals guide the student experience during residencies:

- Socialization into degree program expectations and the professional community

- Development of graduate research skills

- Promotion of scholarship and professional skills

- Discussion of the role that scholarly research and professional skills can play in the university's mission of positive social change

The following programs have the following residences:

- M.S. in Mental Health Counseling students attend two 6-day residences.

- Ed.S. in Educational Leadership and Administration students attend two 3-day residencies.

- D.B.A. students are required to attend two 4-day residencies.

- Ed.D. students attend one 3-day residency during the first year of their program.

- Ph.D. students fulfill their 20-day residency requirement by participating in two 4-day and two 6-day residencies (about one a year) aligned with their academic progress.

- Ph.D. students in Counselor Education and Supervision fulfill their residency requirement by participating in one 4-day or one 6-day and two 8-day residencies aligned with their academic progress.

- Ph.D. students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations have additional residency requirements.

Registration and links to residency information are through the myWalden university portal.

Mental Health Counseling Residencies

Students in the M.S. in Mental Health Counseling program (whether full-time or part-time) are required to attend and successfully complete two 6-day residencies: the first (Residency I) must be completed by the end of the third term and is a prerequisite for COUN 8723; and the second (Residency II) must be completed during the sixth, seventh, or eighth term of enrollment and is a prerequisite for COUN 6671. These residencies are designed to provide students with

- An orientation to the mental health counseling profession

- Preparation for field training and thesis research and writing

- Face-to-face interactions with academic advising

- Venues for in-person peer and instructor interactions

- Opportunities for experiential skill development, including critiques in both individual and group counseling sessions

Both residencies offer information on preparing for the practicum and internship; Residency II provides more detailed information regarding the field experience process from start to finish (e.g., application, approval processes, criminal background checks, memoranda of understanding).

Ed.S. in Educational Leadership and Administration (Principal Preparation) Residencies

The Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) program requires students to attend two 3-day residencies.

This face-to-face activity provides students with an opportunity to gain new scholarly perspectives on educational theory and practice and on The Richard W. Riley College of Education and Leadership's focus on social change.

In addition, students develop a support network with faculty and colleagues, learn about the services and opportunities at Walden University, establish a clear understanding of the expectations of the program, and create a timeline to meet the milestones that culminate in the completion of the program.
Students must attend their first residency between their third and fifth course; students must attend their second residency between their seventh and ninth course.

D.B.A. Residencies

Students in the D.B.A. program are required to attend two 4-day on-site residencies: they are expected to attend the first within 90 calendar days of completion of the Foundation course and the second within 90 calendar days of completion of the specialization sequence.

At the first residency, students interact with one other and with program faculty members, building their networks and reinforcing their identities as members of the Walden D.B.A. community. The residency agenda features sessions on the structure of the D.B.A. program, the nature of the doctoral study and the process of its completion, and current topics in business administration.

The focus of the second residency is to assist students in the completion of the doctoral study proposal and the doctoral study. In addition to presentations on current topics in business administration, students participate in sessions on doctoral study success strategies. Both residencies include peer mentoring, as well as one-on-one sessions with faculty members, and representatives from the Center for Student Success, Center for Research Support, academic advisors, and student support staff.

Ed.D. Residencies

The Ed.D. program requires students to attend one 3-day residency.

This face-to-face activity provides students with an opportunity to gain new scholarly perspectives on educational theory and practice and on The Richard W. Riley College of Education and Leadership's focus on social change.

In addition, students develop a support network with faculty and colleagues, learn about the services and opportunities at Walden University, establish a clear understanding of the expectations of the Ed.D. program, and create a timeline to meet the milestones that culminate in the completion of the program.

Students have flexibility in choosing a residency, but it is required that students attend before the end of the first year, preferably within 90 calendar days of completing the foundations course.

Ph.D. Residencies

Milestones

Ph.D. residencies follow a sequence designed specifically to match students' milestones of academic progress, as outlined below. Programs for students at all milestone points will be available at every residency.

Milestone	Completion Guideline	Goals	Components
1. Orientation	Within 90 calendar days of completion of Foundation course	Socialization into Walden, community building, and introductory skills	Orientation, colloquia on professional identity, team building, and scholarly writing
2. Beginning Research	Within 18 months of start date or linked to registration in or completion of the first research course	Introduction to research skills, self-assessment, and skill development	Dissertation and research skills, professional development activities
3. Dissertation Work	By end of 3rd year	Dissertation conceptualization and writing	Prospectus writing and dissertation processes
4. Scholar-Practitioner*	3rd year and beyond	Presentation of research and dissertation publishing	Advanced dissertation skills

*** Note:** *Instead of fulfilling Milestone 4 at a Walden residency, students may choose to attend a recommended professional conference.*

Ph.D. in Counselor Education and Supervision Residencies

(Effective Dec. 1, 2009)

Residency I (4 or 6 days) (Milestone 1)

In this residency, students attend Milestone 1 in conjunction with doctoral students from other Walden University programs during their first quarter of doctoral studies. This residency will be either 4 or 6 days. One of the primary outcomes of this experience will be a sense of community among doctoral students across all Walden programs. In addition, students will acquire a fundamental knowledge of research and library skills that will enhance their ability to complete their doctoral program of study.

- **Milestone 1:** Socialization, skills, and support for meeting first-year expectations in Walden's Ph.D. programs, community-building

Residency II: Advanced Clinical Skills Residency (8 days) (Milestones 2 and 3)

In this residency, Ph.D. in Counselor Education and Supervision students will meet in conjunction with the M.S. in Mental Health Counseling program students. This Ph.D. in Counselor Education and Supervision residency will be used to provide doctoral students with advanced clinical skills and intensive research instruction. The components of this residency are intended to meet aspects of Milestones 2 and 3, while incorporating learning experiences specific to counselor education and supervision.

This residency will be held for 8 days and will be completed between the third and fifth quarters of study.

This residency will include specific workshops focused on quantitative and qualitative research design, refereed journal publication, the dissertation processes at Walden, social change and research, dissertation committee selection, and professional presenting.

During this residency, students will write and present their research paper to their peers and work with a group to create a 3–5-page prospectus for a refereed counseling journal article or a presentation proposal and PowerPoint for a professional conference presentation.

A maximum of 50 hours of this residency may count toward the 600 clock hours for the internship.

- **Milestone 2:** Introduction to research skills, self-assessment, and continued skill development for meeting second year expectations in courses (and Knowledge Area Modules or KAMs)

- **Milestone 3:** Dissertation conceptualization and writing

Residency III: (8 days) (Milestones 2, 3, and 4)

In this residency, Ph.D. in Counselor Education and Supervision students will have another opportunity to meet with students in the M.S. in Mental Health Counseling students. Because of the combined Counselor Education and Supervision/Mental Health Counseling experience, this Ph.D. in Counselor Education and Supervision residency will provide doctoral students with **teaching and supervision experiences** that are required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

This 8-day residency is designed to extend students' understanding of teaching and clinical supervision. A complement to both the Clinical Supervision and Teaching in Counselor Education courses, students will engage in supervised teaching, course development, and clinical supervision experience in a face-to-face environment. Specific workshops will focus on a review of pedagogy and supervision, trends and issues in pedagogy, and cultural competence in counselor education and supervision.

A maximum of 50 hours of this residency will count towards the 600 clock hours for the internship. The components of this residency are designed to meet Milestones 2, 3, and 4, while incorporating learning experiences specific to counselor education and supervision.

- **Milestone 4:** Dissertation writing, research presentation, and publishing

School of Psychology Academic Year in Residence

Ph.D. in Psychology students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations complete, in addition to a Milestone 1 residency (during which students complete the seminar Introduction to the Profession), a 500-hour Academic Year in Residence (AYR). The AYR provides instructor and peer interactions specifically related to the professional skills required in the student's specialization, as well as the milestone curriculum that all Ph.D. students complete. The AYR typically begins and ends with successive 2-week Summer-Winter-Summer Sessions or Winter-Summer-Winter Sessions.

Residency Components

Several important facets of the student experience are described in this section. These experiences, all of which also occur in the face-to-face residency setting, are an integral part of student learning at Walden. These include skills development, peer interactions, exposure to and socialization into the profession,

college and university engagement, and involvement in academic advising and support services. Emphasis on these components is focused during residencies.

Skills Development
The development of critical skills is a key component of the residency experience. All students are required to attend a Milestone 1 residency within the first 6 months of matriculation. At the Milestone 1 residency, they will be required to participate in a 12-hour Introduction to the Profession seminar. This provides students with an opportunity to demonstrate and receive feedback on basic interaction skills.

During the Academic Year in Residence, most students participate in basic and advanced assessment courses that have face-to-face components. Additionally, a number of intensive seminars are offered that provide training on clinical skills in a variety of areas, research skills that lead to the development of the dissertation prospectus, and competencies required for field training experiences.

Peer Interactions
Psychology students have many opportunities to engage in interactions with peers, both online and in face-to-face settings.

> **Online:** Given the dispersed nature of our university community, the Web-based classroom provides students with the opportunity to engage in scholarly discourse with other students from all over the world, facilitating understanding of the issues, practices, and scholarship of psychology from national and international perspectives.

> The online learning environment provides opportunities for small group projects; engagement in formal, scholarly interaction; and/or involvement in informal discussions. Students are able to communicate regularly through listservs and other online community-building mechanisms established for instructors and students within a given specialization.

> **Face to face:** During residency components, students are afforded the opportunity to gather in both social and learning community settings. They join each other for meals, share resources, and participate in special topic seminars, university-wide plenary sessions, and small group discussions.

Exposure to and Socialization Into the Profession of Psychology
Psychology students attending residencies are afforded the opportunity to hear speakers from a broad array of disciplines at university plenary sessions, milestone seminars, colloquia, and social events sponsored by the school or by the specialization directors. Additionally, there are opportunities to hear their colleagues present and discuss their research ideas in formal and informal settings.

Whenever and wherever our students and instructors convene in face-to-face settings, small groups gather to share meals and engage in social and professional discourse. There are also opportunities to prepare research presentations at university-wide residencies that occur at each 12-day residency, which can include both poster and paper venues. Residency experiences can also include attending professional conferences that provide additional opportunities for professional socialization.

College and University Engagement
Students have a number of opportunities for engagement in college and university service. These include participation in search committees, periodic curriculum reviews, and working groups and tasks forces for which student input is vital. At residencies, students and instructors frequently brainstorm together and provide input on issues affecting the college. Students have the opportunity to participate as graduate

assistants who benefit the college and university in a number of ways, including providing research and other types of professional support and serving as teaching assistants.

Academic Advising and Support Services
Walden students are supported throughout their programs by a number of systems and services, including the following:

- Professional academic advisors and specialization directors who provide professional mentoring (including dissertation supervision)

- Qualified instructors who supervise students during their practicum and internship experiences

- A Writing Center with Web-based information resources for developing writing skills; guidance on professional writing; and dissertation editors and writing consultants to help you find your scholarly voice and to communicate more effectively with others

- The Center for Research Support, which assists students in seeking grants and fellowships

Residencies offer opportunities for students to acquire these services in a face-to-face environment. Seminars in APA style, literature review methods, and basic writing skills refreshers are common, as are required advising sessions with instructors and academic advisors.

Residency Requirements

All students are required to complete one Milestone 1 residency within the first 6 months of matriculation and to successfully complete the Introduction to the Profession intensive seminar.

In addition, students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations must complete a number of activities during the Academic Year in Residence. Activities include, but are not limited to, the following:

- Assessment knowledge and skills acquisition (satisfied by completing the basic and advanced assessment courses)

- Conference attendance

- Research development and presentation

- Preparation for field training

Students must complete the minimum activities and accrue at least 500 hours of residency experiences during a consecutive 12-month period to graduate; they must be enrolled full time during this period. If a student is unable to complete the required residency components in a 12-month period, the student must start the residency experience from the beginning.

Students should contact academic advising to determine the specific AYR requirements. Students are also responsible for contacting their state licensing boards and for understanding the state-specific requirements for residency.

Academic Progress

Academic progress standards for continued receipt of financial aid are separate and distinct from the university's academic progress benchmarks. Please refer to the Financial Aid Programs section of this *Walden University Student Handbook* for a description of the academic progress standards for the receipt of financial aid.

See also the Repeating a Course section of this *Walden University Student Handbook*.

Academic Progress Benchmarks (Chart)

Minimum Academic Progress Benchmarks and GPA Requirements

Program	Benchmarks for Advancement Toward Degree Completion	Minimum GPA
Bachelor's programs	• A minimum of 3 courses per year of enrollment • Maintain an overall undergraduate GPA of 2.0 in classes taken at the university	2.0
Bachelor of Science in Nursing (BSN)	• A minimum of 3 courses per year of enrollment	2.0
Teacher preparation program with a Master of Arts in Teaching (M.A.T.)	• Application for demonstration teaching submitted to the Office of Field Experience for placement • Successful completion of demonstration teaching • Completion and review of ePortfolio • Obtain the required scores on required Praxis tests	3.0 *Note: To be admitted to Walden University's M.A.T. degree program, the cumulative GPA throughout the teacher preparation program must be 3.0 or better.*
Special education endorsement program with an optional M.S. in Education with a specialization in Special Education	• Application for clinical practicum submitted by the 16th week of first semester • Approval for clinical practicum by the 10th week of second semester • Completion of clinical practicum with a grade of *C* or higher • Completion and review of ePortfolio • Passing score on required Praxis test	2.75 *Note: To be admitted to Walden University's M.S. in Education with a specialization in Special Education, the cumulative GPA throughout the endorsement program must be 3.0 or better.*
Post-Baccalaureate Certificate in Instructional Design	• Continuous enrollment expected until the completion of all course requirements	3.0
Master's programs	• 3–8 courses per year of enrollment	3.0
M.S. in Leadership	• 3–6 courses per year	3.0
Post-Master's certificates	• Continuous enrollment expected until the completion of all course requirements	3.0
Education Specialist (Ed.S.) programs	• Completion of course work and the capstone project	3.0

| Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program | These transition points are specific times when candidates must meet certain principal preparation program requirements and professional standards set by the Minnesota Board of School Administrators in order to be recommended for licensure. In addition, candidates must meet the satisfactory academic progress standards set by Walden University.

It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Academic Advising Team at any point for help and support. Candidates are expected to meet the requirements specified for each transition point in the program as described in summary below. The transition point requirements are cumulative; that is, candidates must complete all requirements in one transition point before being eligible to move on to the next transition point. Faculty members in The Richard W. Riley College of Education and Leadership will monitor candidates' academic progress on a regular basis to make sure they are making progress toward their program requirements and degree completion.

A full description of the transition points may be found in the *Candidate Handbook*.

Transition Point One— program admission
   1.   Admission requirements met

Transition Point Two—completed after the seventh course
   1.   Program GPA of 3.0 or better
   2.   Successful completion of coursework
   3.   Preparation for licensure: Submission of completed *Preferred Placement Site* form
   4.   Successful completion of major assessments with the minimum score of 3 on a 5-point scale
   5.   Proof of liability insurance
   6.   Residency One: Candidates must complete first residency by the end of the fifth course (EDUC 7203).

Transition Point Three—completed after the ninth course
   1.   Program GPA of 3.0 or better
   2.   Successful completion of coursework
   3.   Successful completion of major assessments with the minimum score of 3 on a 5-point scale
   4.   Successful completion of field experience, 320 hours across three levels (elementary, middle, high school)
     • One 240-hour placement
     • Two 40-hour placements
   5.   Residency Two: Candidates must complete second residency by the end of the ninth course | 3.0 |

	(EDUC 7207) **Transition Point Four—completed after the 10th course** 1. Successful completion of all course requirements 2. Program GPA of 3.0 or better 3. Exit evaluation presentation completed 4. All candidates must have a passing score on Walden University's adopted exam for content knowledge: School Leadership Licensure Assessment.	
Ed.D. programs	• Residency requirement fulfilled • Completion of coursework and doctoral study according to course sequence	3.0
Doctor of Business Administration (D.B.A.)	• Foundation course (DDBA 8005) within first semester of enrollment • First residency within 90 calendar days of completion of DDBA 8005 • Second residency attended within 90 calendar days of completion of the specialization sequence • 8 total units of residency required • Completion of coursework and doctoral study according to course sequence and individual course requirements	3.0
KAM-based Ph.D. programs	• Foundation course (AMDS 8008, EDUC 8008, HLTH 8008, or HUMN 8008) within first quarter of enrollment • Milestone 1 residency within 90 calendar days of completion of Foundation course • First KAM within 1 year (4 full quarters) of completion of Foundation course, then one KAM per remaining year of enrollment • RSCH 8100 in second quarter of enrollment in program. Prerequisite for RSCH 8100 is successful completion of Foundation course • Milestone 2 residency linked to enrollment in or completion of RSCH 8100	3.0
KAM/course-based Ph.D. programs	• Foundation course (AMDS 8008, EDUC 8008, HLTH 8008, or PPPA 8008) within first quarter of enrollment • Milestone 1 residency within 90 calendar days of completion of Foundation course • RSCH 8100 in second quarter of enrollment in program. Prerequisite for RSCH 8100 is successful completion of Foundation course • First KAM within 1 year (4 full quarters) of completion of Foundation course, then one KAM per remaining year of enrollment *(applies to the Ph.D. in Education, Ph.D. in Health Services' Community Health Promotion and Education specialization, and Ph.D. in Human*	3.0

	Services • Milestone 2 residency linked to enrollment in or completion of RSCH 8100	
Course-based Ph.D. programs	• Foundation course (COUN 8001, PPPA 8000, PSYC 8000, or PUBH 8101) within first quarter of enrollment • Milestone 1 residency within 90 calendar days of completion of Foundation course • 5 credit-bearing courses per year of enrollment • Milestone 2 residency linked to enrollment in or completion of RSCH 8100	3.0

First-Year Ph.D. Academic Benchmarks and Progress Standards

KAM-Based Ph.D. Programs

Academic Progress Benchmark	*Timeline*
Foundation course: AMDS 8008, EDUC 8008, HLTH 8008, HUMN 8008	Within first quarter of enrollment
Professional Development Plan/Program of Study	Within first quarter of enrollment
Initial Learning Agreement	Within first quarter of enrollment
Completion of Milestone 1 residency requirement	Within 90 calendar days of completion of Foundation course
RSCH 8100 Research Theory, Design, and Methods (4 cr.)	In second quarter of enrollment in program
Initial KAM	Within 1 year (4 full quarters) of completion of Foundation course

KAM/Course-Based Ph.D. Programs/Specializations

Academic Progress Benchmark	*Timeline*
Foundation course: AMDS 8008, EDUC 8008, HLTH 8008, or PPPA 8008	Within first quarter of enrollment
Professional Development Plan/Program of Study	Within first quarter of enrollment
Initial Learning Agreement in programs requiring AMDS 8008, PPPA 8008, or HLTH 8008.	Within second quarter of enrollment
Completion of Milestone 1 residency requirement	Within 90 calendar days of completion of Foundation course
RSCH 8100 Research Theory, Design, and Methods (4 cr.)	In second quarter of enrollment in program
Initial KAM *(applies to the Ph.D. in Education, Ph.D. in Health Services' Community Health Promotion and Education specialization, and Ph.D. in Human Services)*	Within 1 year (4 full quarters) of completion of Foundation course

Course-Based Ph.D. Programs

Academic Progress Benchmark	*Timeline*
Foundation course (PPPA 8000, PSYC 8000, or PUBH 8101)	Within first quarter of enrollment

within first quarter of enrollment	
Professional Development Plan/Program of Study	Within first quarter of enrollment
Completion of Milestone 1 residency requirement	Within 90 calendar days of completion of Foundation course
Successful completion of 5 credit-bearing Walden courses with a GPA of 3.0 or higher	Within 1 year (4 full quarters) of enrollment

Academic Warning and Dismissal

Academic Warning

Each student's academic progress is reviewed at a minimum of once per year. Students who have not met the minimum GPA requirements or academic benchmarks may be placed on academic warning. Students placed on warning will be notified in writing as to what action(s) they must take or what task(s) they must complete, within a specific period of time (not to exceed 2 full quarters or semesters), to regain positive academic standing or progress. Students on academic warning who receive financial aid must contact the financial aid office about their eligibility for aid.

Academic Dismissal

Students who fail to meet the academic progress standards and who fail to reach the minimum standards set by the academic unit will be dismissed from the program and the university. Students will receive a letter from the associate dean confirming their dismissal and the grounds for this determination.

Students who receive an academic dismissal and are eligible for readmission may be readmitted to the university after **two semesters (for semester-based programs) or two quarters (for quarter-based programs) following the term of the dismissal**, at the discretion of the academic unit and the Office of Admissions.

Additional Information

See also the Gaining Readmission section of this *Walden University Student Handbook*.

See also the Repeating a Course section of this *Walden University Student Handbook*.

Leave of Absence

Regular Leave of Absence

Walden University's programs are designed to permit students to pursue their studies full time while managing the many responsibilities they have as adult professionals. The university will, however, consider a student's request for a leave of absence if the student is experiencing hardships that make effective academic progress unusually difficult. A leave of absence is defined as a temporary break (30–180 calendar days) from academic registration with a clear intent to return to the Program of Study.

Requesting a Leave of Absence

Students requesting a leave of absence must contact a member of the Academic Advising Team to verify that the university has done everything it can to help them continue their studies. Students may request a leave of absence by submitting a *Leave of Absence Request* form, found on Registrar Forms or on their myWalden university portal.

The registrar's office will notify the student, faculty mentor (if applicable), financial aid office, and bursar of the approval of the leave request. Students with federal financial aid or federal loan obligations are advised to contact their lender to ascertain their loan repayment status during the leave of absence.

Time students spend on leave of absence counts toward students' program length. If students request a leave of absence during a time when their program deadline will expire they must first file an appeal for an extension of their program deadline and have it approved prior to the leave of absence being granted.

Adjusting Grades During a Leave of Absence

If students request a leave of absence during a term in which they are taking courses, rather than between terms, the following grading policies apply:

- Students whose leave of absence begins before or on the last day to withdraw from classes will receive a grade of *W* (Withdraw) for all course registrations in that term.

- Students whose leave of absence begins after this deadline will receive grades based on the coursework they completed up until the time the leave starts, for each course for which they had been registered in the term.

- A grade of *I* (Incomplete) may be awarded if the leave of absence does not exceed 60 calendar days, provided that other conditions related to the award of an *I* are met (see Grades of Incomplete in the Grading section of the *Walden University Student Handbook*).

Students should refer to the Academic Calendar to confirm withdrawal deadlines for each term.

Returning to the Academic Program Following a Leave of Absence

Students should notify the Academic Advising Team in writing of their desire to return from a leave of absence at least 15 calendar days prior to their intended start date. The Academic Advising Team will notify the registrar's office of the student's intent to return. The registrar's office will in turn will notify the bursar of the student's intent to return. The student is required to submit the current term's tuition and any previously owed tuition to the bursar.

Students who fail to return from a leave of absence will be administratively withdrawn from the university as of the date the leave began. If this action is taken, the registrar's office will notify the student, academic advisor, financial aid office, and bursar.

Determining Federal Financial Aid During Leave of Absence

The Financial Aid Programs chapter of this *Walden University Student Handbook* contains information about how a leave of absence may affect a student's financial aid.

Students needing time away from their studies to relocate (Permanent Change of Station–PCS) or those who are assigned to temporary duty (Temporary Duty Assignment–TDY; Temporary Assignment of Duty–TAD) need only request a standard leave of absence (see the *Regular Leave of Absence* section of this *Walden University Student Handbook*).

Military Leave of Absence

Requesting a Military Leave of Absence

Walden University stands ready to support those students who are members of the armed forces. Students whose military obligations make it difficult or impossible for them to be successful in their academic program are urged to request a military leave of absence (MLOA). For purposes of granting an MLOA, *military obligation* is defined as (a) deployment, (b) mobilization leading to deployment, or (c) attendance at a military school or college.

Students must contact a member of the Academic Advising Team to request the MLOA and forward a copy of their military orders to Walden's Veteran Affairs Office for authentication. Students who have yet to receive orders need to provide a memo from their commanding officer supporting the request for the MLOA.

Students approved for MLOA are eligible for a leave from the university of up to 545 calendar days. Students who are currently on MLOA with a limit of 365 calendar days may extend their leave beyond that 365-calendar-day limit up to a total of 545 calendar days provided they present military orders supporting the extension. Students needing time away from their studies to relocate (Permanent Change of Station–PCS) or those who are assigned to temporary duty (Temporary Duty Assignment–TDY; Temporary Assignment of Duty–TAD) need only request a standard leave of absence (see *Regular Leave of Absence* section of this *Walden University Student Handbook*).

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence. Students receiving benefits under the Montgomery GI Bill will have their benefits terminated for the term of the leave of absence and any subsequent leaves of absence that have been appropriately certified.

Once the MLOA is approved by the Academic Advising Team, with input from the Veteran Affairs Office, the request for MLOA is forwarded to the registrar's office for processing. The student will receive a confirmation of approval via email with instructions on how to return to the university.

Adjusting Grades During a Military Leave of Absence

Military students should make every attempt to work with their instructors to determine (a) if they need to drop their courses, (b) if they need to withdraw from their courses, or (c) if they might receive a grade of *I* (Incomplete) in the courses following the university policy for incomplete grades.

Students who are forced to drop or withdraw from their classes due to military obligations will be credited the full cost of those classes for the term. Military students who are forced to withdraw will receive a grade of *W* even if they withdraw after the last day to withdraw from classes. These students will then be required to retake those courses upon their return.

Returning to the Academic Program Following a Military Leave of Absence

To return from a military leave of absence, students must contact a member of the Academic Advising Team, to be reinstated without penalty, and the Veteran Affairs Office, if they wish to reinstate benefits. For students on MLOA, their leave time doesn't count toward the total time allowed to earn their degree. Walden University's Office of Admissions reserves the right to review course applicability to a student's degree program, dependent upon the time elapsed between the student's leave and when the student

returns to the original Program of Study. Also see the Gaining Readmission section of the Walden University Student Handbook.

Withdrawing from the University

The university's programs are designed to permit students to pursue their studies full time while managing the many responsibilities they have as adult professionals. The university will, however, accommodate a student's request to officially withdraw when effective progress is not possible because of extraordinary hardships. Students requesting a university withdrawal must contact a member of the Academic Advising Team to verify that the university has done everything it can to assist them in continuing their studies.

Phone requests, failure to participate in coursework, and/or notification to the course instructor do not constitute an official withdrawal request.

The date of the withdrawal will be no earlier than the date of the student's written request to the Academic Advising Team. Students must submit a university withdrawal request form, which can be found in Registrar Forms or through their myWalden university portal.

Course Grades and Official Withdrawal From the University

Students who withdraw during a term but on or before the last day to withdraw from classes will receive a grade of *W* (Withdraw) for all course registrations for that term. Students who withdraw after the last day to withdraw from classes will receive grades based on the coursework they completed up until the time the leave starts, for each class for which they had been registered in the term. Students should refer to the Academic Calendar to confirm the last day to withdraw from classes for the relevant term.

Administrative Withdrawal

When students cease to attend class but fail to notify the university that they are withdrawing, the university will administratively withdraw them from their courses. In the case of an administrative withdrawal, Walden University will determine whether a return of federal funds is necessary, in compliance with federal regulations relating to Student Assistance General Provision [34 CFR 668.22].

Class Participation Requirement

Students are required to log in to their classes and complete their first assignments within the first 7 calendar days of the term. Students who do not participate by Day 7 will be administratively withdrawn from the university.

Note: **Once students begin participating in class, they are considered active and are responsible for adhering to all university policies and for paying all applicable tuition and fees.**

Withdrawal for Recipients of Federal Financial Aid

The Financial Aid Programs chapter of this *Walden University Student Handbook* contains information about how withdrawal may affect a student's financial aid.

Undergraduate Academic Renewal

Undergraduate students who have been academically dismissed or withdrawn from Walden University with a low GPA may ultimately desire to resume their studies at Walden. The Undergraduate Academic Renewal Policy recognizes that students may experience hardships and change that had a negative effect on their academic experience. This policy was created for those students who rediscover their potential and wish to resume their education.

The academic renewal policy allows students to select up to two consecutive academic terms and have all the courses from those terms—including any courses with passing grades—removed from their GPA calculation.

Academic Renewal Policies

If academic renewal is granted for a student, the following policies apply:

- Students will lose all credits and grades for all of the courses in the selected term(s), not just failed courses.

- None of the courses in the selected term(s) will count for GPA calculation, degree requirements or graduation requirements.

- These courses are not removed from the academic record; students' transcripts will continue to reflect the actual courses and grades. A notation on the transcript will indicate that academic renewal has been granted.

It must be clear to the university that particular academic course failure was due to circumstances affecting the entire term(s) in which the courses were taken.

Qualifying for Academic Renewal

To qualify for academic renewal, students must meet the following conditions:

1. Students must have completed the coursework in the terms selected for academic renewal at least 2 years prior to the term(s) in which they submit the request for academic renewal.

2. Students must apply for academic renewal when they seek readmission to Walden.

3. Students must discuss with the Academic Advising Team if this is an appropriate choice.

4. Following the term(s) for which academic renewal is sought and before being granted academic renewal, students must successfully complete three courses with a minimum GPA of 2.50 as a non-degree student at the university and be in all other respects in good standing as a Walden student.

5. Excluding the coursework in the selected terms for which academic renewal is sought, students must have successfully completed at least 67 percent of the cumulative courses in which they have enrolled.

6. The term(s) for which academic renewal is sought must be consecutive.

As noted above, all courses—including any courses with passing grades within those terms— will be included in this policy. In addition, students may only be granted academic renewal one time; this policy

is not eligible for appeal.

Approval for academic renewal is determined by meeting the above conditions. If conditions are met, students will be admitted to a degree-seeking program.

Additional Information

Additional information about academic renewal includes the following:

Financial Aid

- Students enrolled as non-degree students cannot be awarded financial aid.

- Courses subject to academic renewal will still be considered when determining satisfactory academic progress course completion rate for financial aid purposes.

Transfer

- Walden's academic renewal policy does not mean that receiving transfer institutions will honor this adjustment. The Walden University graduate schools and colleges, however, will honor the academic renewal adjustment in determining admission.

Grading

Course Grading Scales

Undergraduate Grades That Count Toward Credits Attempted

Letter Grade	Point Value	Definition	Criteria
A	4.0	Superior	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted superior quality work.
B	3.0	Above Average	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted satisfactory quality work.
C	2.0	Average	Student met the majority of participation requirements; completed most assignments, group projects, and papers; and met the majority of evaluation criteria for the course as specified in the syllabus.
D	1.0	Marginal	Student met minimal participation requirements; completed some assignments, group projects, and papers; and met minimal evaluation criteria for the course as specified in the syllabus.
F	0.0	Fail	Student did not meet the criteria for a passing grade.
S†	0.0	Satisfactory	Student passed the course satisfactorily. †
U†	0.0	Unsatisfactory	Student did not meet the criteria for an *S* grade. †
W	0.0	Withdrawal	Student withdrew from a course after the official drop date but prior to the official withdrawal deadline.

† Satisfactory/Unsatisfactory grades are limited to the following:
- Non-credit courses
- Practicum and internship courses

Graduate Grades That Count Toward Credits Attempted

Letter Grade*	Point Value	Definition	Criteria
A A-	4.0 3.75	Superior	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted superior quality work.
B+ B B-	3.5 3.0 2.75	Satisfactory	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted satisfactory quality work.
C+ C C-	2.5 2.0 1.75	Marginal (*C*– will not count for	Student met the majority of participation requirements; completed most assignments, group projects, and papers; and met the majority of evaluation criteria for the course as specified in the syllabus.

		credit)	
F	0.0	Fail	Student did not meet the criteria for a passing grade.
S†	0.0	Satisfactory	Student passed the course satisfactorily. †
U†	0.0	Unsatisfactory	Student did not meet the criteria for an *S* grade. †
W	0.0	Withdrawal	Student withdrew from a course after the official drop date but prior to the official withdrawal deadline.

* Plus/minus grades apply to the NTU School of Engineering and Applied Science only.
† Satisfactory/Unsatisfactory grades are limited to the following:
- Non-credit courses
- Foundation Research Sequence seminars and courses
- Practicum and internship courses
- Thesis, ePortfolio, dissertation, and Ed.D. doctoral study courses
- Research Forum

Grades That Do Not Count Toward Credits Attempted

This is a university policy; however, for federal financial aid purposes, these grades do count toward satisfactory academic progress. Please see the Financial Aid Programs section of this *Walden University Student Handbook* for additional information.

Letter Grade	Definition	Criteria
I	Incomplete	Incomplete grades can be granted only to students who have already met the minimum criteria for active weekly participation in a course (including weekly postings in online courses) and have completed at least 80% of the rest of the coursework. Incompletes can be awarded where, due to extenuating circumstances, a student has not been able to complete all course requirements within the term, including but not limited to written assignments, group projects, and research papers, as applicable. All incomplete grades are awarded at the discretion of the course instructor.
NC	No Credit	Administrative assignment only.
CIP	In Progress	Student is in the process of completing a course.
AU	Audit	Registration status allowing students to attend a course without receiving credit.

Bachelor's-Level Course Participation Policy

Participation requirements in all bachelor's-level courses are contained in the syllabus. Postings to the course's online discussion board may be required 2 to 5 calendar days per week for attendance purposes. Because of the short length and intensive nature of the 6-week course, 4 to 5 calendar days' weekly participation will be required in most courses, with multiple responses in a single day being necessary for adequate participation in a significant proportion of the assignments.

KAM Grades and Credit Award

Doctoral students in a KAM-based or mixed-model program are continuously registered for SBSF 7100 Research Forum for the duration of their program. Each course is assigned to a faculty mentor, who is responsible for submitting course grades. At the beginning of each quarter, the students, together with their mentors, make plans for the academic accomplishments and progress for that quarter. At the end of the quarter, the mentors provide students a grade for SBSF 7100 based on those plans. Students can receive a grade of *S* (Satisfactory) or *U* (Unsatisfactory).

Although a grade of *S* is considered to be equivalent to a letter grade of *B* or better, the university does not convert a grade of *S* to a letter grade.

Upon completion of an entire KAM, students receiving a grade of *S* are awarded the appropriate number of credits. While SBSF 7100 grades are transcripted and 6 credit hours are earned each quarter, the credits do not count toward the total credits needed to graduate. Students receiving two consecutive Unsatisfactory grades for SBSF 7100 will be reviewed by the associate dean (or designee) for approval to continue in the program.

Repeating a KAM Demonstration

Students whose KAM demonstrations receive a grade of *U* (Unsatisfactory) are not awarded any credits. With permission from the associate dean, or designee, these students may repeat the KAM demonstration once.

Auditing Policy

Audit is a registration status allowing students to attend a course without receiving credit.

Students may audit any course that is not a capstone or that does not have a face-to-face component. Capstones include those courses designated specifically as program capstones, doctoral studies, dissertations, and theses. Courses with a face-to-face component that are not available for audit include study abroad, service learning, internships, practica, and any courses that specifically include a face-to-face requirement.

Audited courses

- Are open to graduate and undergraduate students
- Do not count toward full-time status
- Do not count toward the determination of academic progress
- Do not satisfy course prerequisite requirements or graduation requirements

Audit status must be approved as follows:

- For graduate students
    - Enrollment for audit must be approved by the associate dean (or designee).
- For undergraduate students

- o **Major courses:** Enrollment for audit of major courses must be approved by the associate dean (or designee).
- o **General education courses:** Enrollment for audit of general education courses must be approved by the executive director (or designee) of the Center for Undergraduate Studies.

If students want to audit a course, the registration

- Must be completed by the last day designated by the university to add that course to a student schedule
- Will be accepted on a space-available basis
- Will not be permitted until the beginning of the add period

Students are not allowed to change audit status to regular credit status at any time. Credit registration cannot be converted to audit status after the end of the add period for that course. An audited course may be repeated for credit in another term.

Grades of Incomplete

Grades of *I* (Incomplete) are given at the discretion of the course instructor. Normally, they are granted only if students have already met the minimum criteria for active weekly participation in a course (including weekly postings in online courses) and have acceptably completed approximately 80 percent of the rest of the coursework, including discussions and assignments, prior to the last day of classes.

Students must request a grade of *I* (Incomplete) prior to the last day of classes. The request should list missing assignments and say when students plan to turn them in, no later than 60 calendar days from the last day of classes. Discussion assignments may not be made up after the last day of classes. Coursework submitted within the allowed time period, not to exceed 60 calendar days from the last day of classes, will be graded and included in computation of an overall course grade that will replace the *I* grade. Failure to complete the specified coursework within the allowed time will cause the grade of *I* to default to an *F* (Fail) or *U* (Unsatisfactory), depending on the course grading scheme.

Grade Point Average

Graduate Students

Students in **graduate programs** must maintain a GPA of 3.0 or above to graduate. The GPA is calculated according to the point values in the grading scale.

Grades of *NC* (No Credit) and *W* (Withdraw) are non-punitive and do not figure into the GPA. Withdrawals and grades of *NC*, however, may be counted toward credits attempted for financial aid academic progress requirements.

Undergraduate Students

Students in **undergraduate programs** must maintain a grade point average (GPA) of 2.0 or above to graduate. The grade point average is calculated according to the point values in the grading scale.

Grades of *NC* (No Credit) and *W* (Withdraw) do not figure into the GPA. Withdrawals and grades of *NC*, however, may be counted toward credits attempted for financial aid academic progress requirements.

Calculating GPA

As of June 5, 2009, Walden University began calculating a program GPA for all current students. All courses completed during a student's program apply toward the program GPA. This GPA is used to verify satisfactory academic progress, verify degree validation, and determine a student's eligibility for financial aid. This includes students who may change concentrations or specializations within a program. All courses taken in that program apply toward the student's university program GPA.

Prior to June 5, 2009, the GPA comprised all courses taken at the student degree level.

Exceptions: Students who graduated on or before May 24, 2009

- Will not have the program GPA included on their transcripts. Graduates in this category may find their GPA below their final term of enrollment in the validated program.

- And who return to the university in a second program of the same level as the initial program will not have a separate program GPA reflected on their transcript for the initial program.

Please see the Financial Aid Programs section of this *Walden University Student Handbook* for additional information.

Grades Used to Calculate GPA and Included on Transcript

Grade	Used in GPA Calculation	Included on Transcript
A, B, C, D, F	Yes	Yes
S, U	No	Yes
CIP	No	No
I	No	Yes, temporarily (see Grades of Incomplete section)
W	No	Yes
NC	No	Yes
AU	No	Yes

Repeating a Course

- **Undergraduate students** who receive **a grade of *D* or lower** or receive a *U* (Unsatisfactory) grade in a required or elective course may repeat that course.

- **Graduate students** who receive **a grade of *C* or lower** or receive a *U* (Unsatisfactory) grade in a required or elective course may repeat that course.

The highest grade earned will be used to compute the grade point average. Both course registrations and grades, however, remain on the transcript record. Students who repeat a course may apply the course credits to the completion of degree requirements only once.

Students may retake a course only one time. Students who fail a required course twice will be dismissed from the university. A student who fails a required course twice is not eligible to be readmitted to the university unless the student successfully completes an equivalent course at another university and is able to transfer the course into Walden to replace the failed course.

Note: Check program requirements as certain courses are nontransferable.

Grade Appeal

A grade appeal is an appeal that is limited to reconsideration of a final grade in a course. The criteria for reconsideration is limited to one of the following:

- There was a mathematical error in the calculation of the final grade.

- The grade was determined in a manner that differed from the grade calculation formula in the course syllabus.

- The grade was determined in a manner sufficiently egregious to warrant review by others (rare).

If students believe a grade has been assigned in error, they must first contact the course instructor to attempt to resolve the matter informally. If the matter is not resolved, then students may submit an online petition for grade review.

Petitions must be filed within 30 calendar days of the award of the original grade to be considered for grade review.

All changes of grade, regardless of circumstance, require the course instructor to complete and submit a *Change of Grade* request form online. If the grade being changed is currently an *I* (Incomplete), the instructor submits the request form electronically. The Office of the Registrar then posts the grade change to the student's record.

If the grade being changed is not currently an *I* (Incomplete), regardless of circumstance, the appropriate associate dean/executive director, or designee, must also send approval of the change for all major courses to the Office of the Registrar. This approval is required in addition to the *Change of Grade* form.

Electronically submitted written petitions and related documentation are reviewed by the associate dean/executive director, or designee, who consults the appropriate parties as necessary. The associate dean/executive director, or designee, may render a decision or appoint a committee to investigate the matter further concerning major courses. The executive director of the Center for Undergraduate Studies, or designee, may render a decision or appoint a committee to investigate the matter further concerning general education courses. The decision of the associate dean/executive director or their designees is final and is not subject to appeal. The associate dean/executive director or their designee notifies the student, instructor, and registrar of that decision.

Degree Audit, Completion, and Graduation

A student's graduation date is also called the degree conferral date or the validation date. Semester-based students are eligible for validation or conferral of their degree at the end of the final academic term for which they were registered. Quarter-based students are eligible for validation or conferral of their degree at the end of the full 12-week quarter.

As students approach the completion of their programs, they must submit an application for graduation to confirm their eligibility to graduate and to help ensure that their diploma will be accurate. Students must do so within two terms of the anticipated graduation date. Students can find the application on their myWalden university portal under the "Student Services" tab.

To allow confirmation and determination of graduation eligibility, all students must complete a graduation application no sooner than two terms prior to their anticipated graduation date. Once an application has been received, the Office of the Registrar reviews each audit to confirm that all degree and GPA requirements have been met, including and not limited to the following:

- All grades posted

- All program requirements successfully met

- Required GPA met

- Thesis/dissertation/doctoral study submitted and approved by the chief academic officer

Degrees will not be validated until the Office of the Registrar has completed a final audit. If the student is eligible for validation, the graduation date will be the last date of the term in which they are eligible. Submission of the graduation application also serves to verify that current information for the student is on record. If a graduation application is not submitted, there may be errors in the student record and the diploma. Students will be charged a fee to reissue a corrected diploma if there is no record of a graduation application on file.

Once a degree has been validated, students will receive an email at their Walden address confirming the degree validation. In that email will be instructions on requesting official transcripts, attending commencement, and receiving the program diploma. Students can expect to receive their diploma, unofficial transcript, and a letter of congratulations from the university president approximately 10–12 weeks after their degree validation has been processed.

Note: If a student has outstanding financial obligations to the university, their transcripts and diploma will not be released, either to the student or to a third party.

Commencement

The university honors its graduates twice a year, at summer and winter commencement ceremonies. Graduates are encouraged to invite guests to share in the celebration of their accomplishments.

Students are responsible for ensuring they meet the eligibility requirements to attend the commencement ceremony prior to making arrangements to attend. There are no exceptions to the eligibility requirements to attend the commencement ceremony. Students who have their degrees conferred between June 1 and November 30 are eligible to attend the winter ceremony; students who have their degrees conferred between December 1 and May 31 are eligible to attend the summer ceremony.

Students can find more information on Walden's Commencement Web site.

The university arranges for the rental of traditional academic regalia with hoods, appropriate for each degree program as follows:

- **Ph.D.:** Royal blue velvet hood, lined with green (the university's official color), white, and gold satin.

- **Ed.D.:** Light blue hood, lined with green (the university's official color), white, and gold satin.

- **Master's:** Appropriate hood color by discipline, lined with green (the university's official color), white, and gold satin.

- **Bachelor's:** Appropriate hood color by discipline, lined with green (the university's official color), white, and gold satin.

Students must register to attend a commencement ceremony by filling out the online form found on the Commencement Web site.

Transcript Requests

Requests for official and unofficial transcripts must be submitted to the Office of the Registrar. All transcript requests must include the student name, Social Security number or Walden University student identification number, and mailing address(es) for the transcript(s). The requests must be signed by the student; unsigned requests will be returned, as the university is legally prevented from fulfilling them.

For complete details, refer to the *Request for Official Transcript* form. There is no charge for an official transcript. Transcript requests are processed daily; however, during peak periods, requests may take 10–14 calendar days to process. For faster delivery, students may request overnight mailing service for a fee.

Note: **Transcripts cannot be processed or released if there are outstanding financial obligations to Walden.**

Learning and Research Resources

Instructional Delivery Models

Walden employs several models of learning and instruction, which may be used exclusively or in combination, depending on the degree program, specialization, or concentration.

Knowledge Area Modules (KAM)

The Knowledge Area Module (KAM) allows students to investigate a body of knowledge by critically examining its theoretical foundations and evaluating current research, and to use this work to develop solutions to real-world problems. Before starting work on a KAM, students write a Learning Agreement that defines their learning and research objectives for that KAM. The Learning Agreement must be reviewed, evaluated, and approved by the instructor who is going to serve as an assessor of the student's work in that KAM. Completing the corresponding KAM demonstration or comprehensive paper is an iterative process that requires students to consult regularly with their assessors; do extensive reading; perform critical analysis and synthesis; design or conduct related projects; and revise, perhaps more than once, written drafts to produce scholarly products. The KAM demonstration shows students' mastery of the requisite body of knowledge and achievement of the objectives set forth in their approved Learning Agreements.

Courses

Walden University courses are offered entirely over the Internet. Students access courses through their myWalden university portal. Courses have definite start and completion dates, and typically require students to log in a specific number of times a week. Select courses in specific programs may have a face-to-face requirement, depending on discipline or regulatory requirements.

The Walden online learning environment is asynchronous, meaning that students can contribute to course discussions when it's most convenient within a specified period. There are weekly topics, required readings, and assignments listed in the course syllabus. The flow of online dialogue is preserved in a coherent format that allows students to retrace their classmates' conversation as it unfolds.

Students should expect to spend an average of 15 to 20 hours a week per course reading, contributing to discussions, and working on assignments and assessments.

Student Responsibility in an Online Learning Environment

In an online learning environment, students and faculty are actively engaged in the learning process. In such an environment, students will encounter many viewpoints on issues that may be different than their own. Additionally, expectations for learning in a distance environment may be different from what they are used to. Therefore, students are expected to adhere to the following standards:

- Read carefully and understand the requirements as published in the course syllabus. Pay particular attention to deadlines for submitting work. Develop an alternative technology plan should the student's primary means of classroom contact be unavailable.

- Read all postings by faculty members and classmates. Being able to provide and receive critical and constructive feedback is important for one's academic success.

- Respect differing viewpoints based on cultural and intellectual differences as part of healthy intellectual exchange.

- Contact the faculty member if they (1) need additional feedback, (2) are unclear about any aspect of the course assignments, or (3) are not feeling comfortable with some other aspect of the course.

- Provide and receive critical and constructive feedback in the Discussion Board from colleagues as outlined in the posting rubric. Students should conduct themselves as they would in a classroom environment.

- Be aware of issues of confidentiality. Students should be especially careful of what they disclose about themselves or others in the virtual classroom environment.

Students should contact the Academic Advising Team if they have any questions related to their program of study or if they are experiencing difficulty in the classroom.

Faculty Services

Walden instructors are facilitators, teachers, evaluators, partners, coaches, and colleagues to their students and are the main source of guidance and support for them. Instructors also engage in a variety of scholarly, university, and community service activities. Like Walden students, they are busy professionals. Walden encourages students and instructors to gain the most from their relationship by communicating frequently.

Appointments of faculty mentors, course instructors, assessors, advisors, dissertation, doctoral study, and thesis chairs, and committee members usually last for the term of each specific assignment. However, the university recognizes that situations necessitating a change in faculty services may arise. Such situations include unexpected interruptions in instructor availability or instances when one party wishes a change in services. The university does not accept requests for changes that imply degradation of academic quality or integrity.

Unexpected interruptions: Faculty services may be unexpectedly interrupted because of an instructor's death or prolonged ill health, or because of an instructor's discontinuation of association with the university. In such cases, the student's associate dean/executive director, or designee, ensures that faculty services are restored to all affected students. The associate dean/executive director or designee communicates with affected students throughout the restoration process until appropriate assignments are finalized.

Working out differences: The university encourages students and instructors to discuss problems or differences in expectations in a frank and open manner. When students and instructors address problems promptly, they can often resolve issues with minimal disruption to the learning experience.

Requesting a change: However, in some cases, differences are not easily resolved. Individuals who want to request a change in faculty services must contact an academic advisor, who will consult the associate

dean/executive director, or designee. Any change in faculty services, including faculty mentors or dissertation/doctoral study/thesis chairs, can be made only during the add/drop period of each term.

Submitting a formal request: If an amicable resolution of any problems between students and instructors cannot be reached, the party requesting a change of arrangement may be advised to submit a formal written request to the associate dean/executive director, or designee, who reviews the request, consults all appropriate parties, and renders a decision within 21 calendar days of receiving all related information. The associate dean/executive director or designee communicates this decision to all affected parties. The decision of the associate dean/executive director or designee on issues other than violations of academic integrity may be appealed to the chief academic officer, following the procedure described in the Appeals Process in the section on Student Appeals and Grievances. Decisions of the associate dean/executive director for violations of academic integrity are final and may not be appealed.

Communicating With Instructors

- Students are responsible for keeping their contact information accurate and current. Students may update their contact information by changing it on their myWalden university portal or by emailing changes to infochanges@waldenu.edu.

- The primary form of official communication with Walden faculty members is within Walden course shells and via Walden email. Students are required to use their Walden email addresses and to contact faculty members via the faculty member's Walden email account. Students should also ensure spam filters are set to receive mail from the university. The convention for Walden email addresses is firstname.lastname@waldenu.edu.

- Once enrolled, students should check their Walden email frequently, so that they can begin receiving important information from instructors and staff.

- Instructors provide contact information in the electronic learning classroom.

- Drafts and final products must be submitted electronically within the eCollege classroom (or eCollege Research Shell for KAM and research) or via CD/DVD when appropriate.

- All coursework communication with faculty—including draft and final course papers, submissions to faculty for review, KAM demonstrations, and thesis, dissertation, and doctoral study drafts and manuscripts—must be conducted in the learning platform to maintain a record of the academic experience. Students should submit all work within the eCollege course and faculty members will return grades and graded coursework within the eCollege course. For inquiries about coursework and research guidance, students are encouraged to use the Q&A sections of the classroom discussion board (when appropriate) so that their classmates may benefit from the answers.

Faculty Mentoring for KAM Students

Doctoral students in KAM programs are assigned a faculty mentor. This individual is a member of the faculty of the student's academic program. Faculty mentors are assigned based on the academic, research, and professional interests of the individual student, and based on the instructors' other mentoring, teaching, scholarship, and university service commitments. Students may express a preference for assignment to a specific faculty mentor, but the final decision rests with the associate dean or the associate dean's designee.

Once a faculty mentor is appointed to a student, the student will be enrolled in the faculty mentor's section of SBSF 7100 Research Forum. This course provides links to all KAM and dissertation support materials, quarterly planning materials, and discussions and community forums with other students. It also provides a dropbox for submitting all assignments and direct contact with the faculty mentor via email and live chat. All manuscript drafts should be submitted within the SBSF 7100 Research Forum, and faculty members will return drafts with feedback via the Research Forum.

Faculty mentors become facilitators, partners, coaches, and colleagues to their students and are the main source of guidance and support for students in doctoral programs. Faculty mentors also evaluate student work and progress through the program. Walden encourages students and instructors to foster the mentor relationship equally. Students will gain the most from this relationship if they communicate frequently with their faculty mentor, solicit clarification from their mentor whenever necessary, and clearly articulate goals for their working relationship with the mentor.

Faculty Mentoring and Teaching Responsibilities

- Facilitating, guiding, and evaluating student learning and professional development

- Facilitating frequent, regular, and substantive interaction with students, as specified by the guidelines posted in the electronic classroom

- Providing timely and substantive feedback in the electronic classroom and to all student assignments and final products — Faculty members will return graded classroom assignments within 10 calendar days, and return research drafts (for KAM, theses, dissertations, and doctoral studies) within 14 calendar days.

- Maintaining high ethical and quality standards in their evaluation of student work

- Participating in scholarly, university service, and professional development activities

- Responding to all student inquiries within 48 hours — If additional action is required, the faculty member will respond to the student within 48 hours and complete appropriate action within 14 calendar days.

- Completing appropriate action on materials received from students within 14 calendar days of their receipt

- Notifying students when they plan to be unavailable for longer than a week and arranging instructional coverage during their absence, with their academic unit leadership (program director, associate dean/executive director, or designee, as appropriate)

Faculty and Student Guidelines for Online Courses

The guidelines that follow are designed to provide faculty members and students with a common set of understandings about Walden's expectations on important issues in the electronic classroom, including student participation, faculty member accessibility, faculty members' feedback, late assignments, and grades of *I* (Incomplete).

Such guidelines grow out of Walden's values of quality, integrity, and student-centeredness to better define how these values are put to work at Walden. They are meant to assist faculty members in developing their classroom policies and practices and to provide a framework for student expectations. The goal of these guidelines is to establish a range of faculty and student behavior on which students and faculty members can rely.

Participation in Online Discussion

Walden recognizes that online discussion can serve varied curricular and instructional purposes, such as student seminars, role-playing, and review of draft assignments. These varied purposes yield varied requirements for students' and faculty members' presence in discussion areas. Walden requires that these varied requirements be explicitly communicated to students and that expectations communicated be fulfilled by both faculty members and students.

Student Discussion Participation

Guideline

Walden courses are not independent study courses. Substantive student dialogue is an essential part of the learning process. Therefore, Walden courses require consistent, substantive, and timely participation in and contributions to online discussion as described and required in each course syllabus. Students are expected to post online as described in syllabi and discussion prompts. Although the pedagogy may vary from week to week within a course, depending upon the instructional objectives, and from course to course depending upon the educational outcomes to be achieved, the university in general suggests that students' discussion is enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2 to 4 days of participation per week as a minimum.

Failure to post with the expected timeliness, quantity, quality, and frequency of postings as stated in the syllabus, discussion descriptions, and other course materials may result in grade reduction for the discussion. Students should read each syllabus and discussion prompt carefully, as posting requirements may vary across and within courses in order to meet learning goals.

Procedure

Faculty members will clearly communicate in both the course syllabi and discussion prompts the required posting schedule for discussion. The program director or designee or other designated faculty member within the school who conducts the academic review of the courses will ensure consistency of expectations for student participation among courses offered in the school.

Faculty Members' Discussion Participation

Guideline

Walden courses are developed with varied curricular designs and varied instructional strategies in order to meet specific learning goals. Faculty members are expected to continuously monitor online course discussions and to post substantively to discussions as governed by the specific instructional objective of the course in a given week. Course syllabi and discussion prompts are to indicate to students the role faculty members will play in discussion, as well as the timeliness, quantity, quality, and frequency expectations for students' participation.

Procedure

Faculty members will clearly communicate in both the course syllabi and discussion prompts the level of their interaction with the discussion as governed by the instructional objective. Such interaction may vary within a course, and that variance will be communicated to students. The program director or designee or other designated faculty member within the school who conducts the academic review of the courses will ensure consistency of faculty members' participation among courses offered in the school.

Student Engagement, Initial Attendance, and Absences

Walden recognizes that many students elect to pursue a distance learning degree for its temporal and geographic flexibility. Walden further recognizes that students are adult learners with varied personal and professional responsibilities, in addition to their obligations as students. Walden also holds that learning is a combination of individual study and engagement with other learners in a structured learning environment. Therefore, Walden expects that students meet their academic obligations with a high level of responsibility and timeliness, while, on the other hand, Walden expects faculty members to maintain flexibility to meet student needs.

Student Engagement and Initial Attendance

Guideline

Walden courses are not independent study courses. They involve a mixture of independent work outside the online course room and presence within the course room, with all work completed within schedules published in the course. Students are expected to engage in courses in an active and timely fashion. Student engagement includes doing assigned readings, preparing and presenting quality assignments, and participating substantively in discussion. Time spent in reading, studying, and preparing written assignments is as important to learning as is participation in the discussion areas and submission of written assignments. However, student attendance can be documented only with presence in the online course.

Procedure

Initial student attendance in courses must be documented by a "check-in" posting within the first 3 calendar days of the course.

Student Attendance

Guideline

Students are expected to schedule their personal and/or professional obligations and their course registrations so as to maintain continuous and complete attendance throughout courses. Any absence from class will impede learning. However, circumstances may arise that cause students to be absent from active course participation on either a preplanned or an emergency basis.

Active course participation is defined as fulfilling discussion requirements within the published timeline and submitting assignments within the published timeline. Absence is defined as not fulfilling discussion requirements within the published timeline and/or not submitting assignments within the published timeline.

Both preplanned and emergency absences are to be kept to a minimum and should not exceed, cumulatively, the level stated by the faculty member in the course syllabus.

A preplanned absence is one that students know about in advance, regardless of reason. For a preplanned absence, students are to make arrangements in advance of the absence with the instructor for submission of assignments and discussion participation, in accordance with specifications communicated in course syllabi.

An emergency absence is one that students do not know about in advance and often involves situations such as health issues, weather events, or technological difficulties. For emergency absences, students are to notify the instructor as soon as possible and make arrangements for submission of assignments and discussion participation in accordance with specifications communicated in course syllabi.

Due to the nature of some discussions, instructors may or may not allow students to post in advance or in retrospect to discussions due to absences.

Procedure

Faculty members will clearly state their attendance policies in the course syllabus, including the maximum absences for a student without a failing grade. If preplanned and emergency absences cumulatively extend beyond the maximum stated in the course syllabus, Walden considers the learning of the student, and perhaps the learning of colleague students, to be compromised, and the faculty member will grade the student accordingly.

The program director or designee or other designated faculty member within the school who conducts the academic reviews of the courses shall ensure consistency for attendance policies among courses.

Late Assignments

Guideline

Walden expects students to submit assignments in a timely fashion according to schedules published in course information (syllabi and/or calendars). Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not normally receive any grade reduction for tardiness. The university recommends that late assignments be accepted no more than a week past their due dates.

Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, may receive grade reduction for the assignment, or may not be accepted for grading, at the discretion of the instructor and as published in course syllabi. Further, late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Procedure

Faculty members will clearly communicate policies and procedures for dealing with late assignments in course syllabi and/or announcements in the course. Faculty members will inform students who are chronically late in submitting assignments of their status in the course at least one-third and again two-thirds of the way through the course. This notice should include information about the students' progress in the course and an overall assessment of their performance, including penalties resulting from late assignments.

The program director or designee or other designated faculty member within the academic unit who conducts the academic reviews of the courses shall ensure consistency for late policies among courses, including criteria for exceptions, assessment of penalties for submitting late assignments, and circumstances where special consideration may be warranted.

Incomplete Grades

Walden strongly discourages grades of *I* (Incomplete). However, Walden understands that there are certain circumstances under which a grade of *I* (Incomplete) is appropriate.

Guideline

Grades of *I* (Incomplete) are given at the discretion of the instructor, but normally are granted only if students have acceptably completed approximately 80 percent of the coursework, including discussions and assignments, prior to the last day of the class. Students must request a grade of *I* (Incomplete) prior to the last day of the course. Such a request should include a list of missing assignments and a date and plan for submission of missing assignments, no later than 60 calendar days from the last date of the course. Discussion assignments may not be made up after the last date of class and will be graded in accordance with submission as of the last date of class and instructor requirements. Failure to complete and submit the course requirements within 60 calendar days from the last day of the course causes the grade of *I* (Incomplete) to default to an *F* (Fail) or *U* (Unsatisfactory).

Procedure

The university discourages awarding grades of *I* (Incomplete), and faculty members are not required or obligated to do so. Faculty members should award an *I* only when a student requests a grade of *I* (Incomplete), has completed 80 percent of the course requirements, and submits a completion plan, as outlined above. Faculty members will clearly communicate their policy on incomplete grades in the course syllabi. The program director or designee or other designated faculty member within the school who conducts the academic reviews of the courses shall ensure consistency for polices on incomplete grades among courses.

Faculty Members' Accessibility

Walden expects faculty members to be reasonably accessible to students. The expectation of reasonable accessibility does not mean 24/7 access of faculty members to students. However, it does mean that students receive quality feedback on course submissions within a reasonable time frame.

Faculty Members' Contact Information

Guideline

Faculty members are required to state their Walden email addresses in the appropriate area in course platforms and in faculty directories, and in correspondence with students. Faculty members may, at their discretion, offer students their contact phone numbers and street addresses.

Faculty Members' Feedback

Guideline

Faculty members are to return graded classroom assignments that are submitted by the due date to students within 10 calendar days of the assignments' due dates for coursework in classrooms, and within 14 calendar days of the due date for manuscript drafts (including KAMs, theses, doctoral studies, and dissertations) in research forums. Faculty members are to provide a grade and also written, formative feedback on assignments. Assignments that are submitted late may be graded with feedback in the time frame of the instructor. Late assignments may receive minimal feedback other than the grade. The instructor is expected to give priority to assignments submitted on time.

Faculty Members' Availability

Guideline

Faculty members are expected to be available to students outside the course discussion areas and in addition to providing substantive feedback on assignments and discussion posts. Faculty members will publish their availability to students through course syllabi, instructor information in the classroom, and/or other appropriate documents. The university suggests regular and predictable availability, such as online office hours or regular online chats.

Faculty members may have short-term absences when arranged with their program director or designee or associate dean and published to students.

Faculty members are expected to respond to informational questioning and course-related student emails within 48 hours, excepting holidays and weekends. Response to emails that require more content analysis may extend beyond 48 hours, although faculty members should communicate to students that they are working on the issue.

Foundational Activities

All Walden students are required to participate in foundational activities prior to or during their first term of enrollment.

Undergraduate Students

During their first term, undergraduate students complete COMM 1001, which includes acquisition and mastery of knowledge and skills related to information technology and electronic communication, plans and programs of study, library databases, scholarly writing, research, and university policies and procedures. Successful completion of COMM 1001 is a degree requirement.

Graduate Students

Many students participate in formal Foundation courses (e.g., 6000, 8000, 8008) that include acquisition and mastery of knowledge and skills related to information technology and electronic communication, plans and programs of study, library databases, scholarly writing, research, and university policies and procedures. Successful completion of foundational activities is a degree requirement.

Program of Study

The *Program of Study* form is a formal document based on the academic evaluation made available to the student from the Office of Admissions, and showing any transferred credit. In consultation with a member of the Academic Advising Team, students use this in concert with a program worksheet as an exercise to create an individualized plan for completing all degree requirements within a desired time frame.

In developing a timeline, 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, and incorporate flexibility in their timeline. Students use the *Program of Study* form to gauge their progress toward degree completion. Any revisions to the form require the approval of the faculty advisor/mentor and the associate dean or the associate dean's designee.

Professional Development Plan

Walden University requires doctoral students (except those in the Ed.D. program), M.S. in Psychology students, and M.S. in Mental Health Counseling students to write a Professional Development Plan (PDP) at the outset of their studies. The plan includes the completion of a formal *Program of Study* form and, when appropriate, a Plan of Study. Students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations in the School of Psychology and Mental Health Counseling students must also submit a Personal State Licensure Plan.

Purpose of the Professional Development Plan

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

- Reflect on their personal history, professional accomplishments, and future aspirations

- Initiate a discussion with instructors 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

- Establish a personalized timeline for meeting degree requirements (i.e., the Program of Study form)

- Complete, when applicable, a Personal State Licensure Plan that contains information on meeting their specific state licensing requirements

Students develop the PDP in close consultation with their Foundation course instructor or their faculty mentor, who will review and approve the final document. (With the exception of the School of Psychology, the *Program of Study* form is ultimately approved by the student's associate dean or the associate dean's designee.) Students are urged to review their PDP with their faculty mentor on an annual basis to assess their progress and growth. Students learn more about the PDP in the online Foundation course.

Content and Structure of the Professional Development Plan

Although a general outline is provided for the content and structure of the PDP, students are encouraged to write an essay that reflects their individual experience, achievements, and goals. Students write the essay in the first person and include their thoughts on how the plan relates to their chosen field of study. The PDP consists of three parts:

- Part I: A description of personal and professional goals.

- Part II: A description of educational background and research proficiency.

- Part III: An individualized plan for approaching the Walden program (Plan of Study) and completion of the Program of Study form. Students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations in the School of Psychology and Mental Health Counseling students must also submit a Personal State Licensure Plan.

Part I: Personal and Professional Goals
In this section, students write a brief personal introduction, state their personal and professional goals, and articulate how these goals intersect with their academic interests and selected field of study. Students reflect upon the mission of the university: "Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they may transform society." Students discuss how specialized learning and the attainment of a doctoral degree will help them meet their career and personal life goals.

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

Categories for students to consider when writing this section include the following:

- Academic coursework in the social and behavioral sciences

- Academic coursework 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 strengths and weaknesses

- Availability of library, reference, and information technology resources

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

Part III: Plan of Study and Program of Study Form
Part III includes an individualized Plan of Study for approaching the Walden program and a formal *Program of Study* form. For non-licensure students in the School of Psychology and students in the Ph.D. in Public Health program, Part III of the PDP is the *Program of Study* form only. For students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations in the School of Psychology and Mental Health Counseling students, Part III also includes a Personal State Licensure Plan (PSLP). The PSLP contains information from the students' careful investigation of the licensure requirements for the states in which they intend to apply for licensure, and how they plan to meet those requirements during their Program of Study at Walden.

For Ph.D. in Health Services and Ph.D. in Human Services students, as well as students in the Riley College of Education and Leadership and the School of Management, Part III begins with a summary of their overall learning goals as they relate to their intended field of study. This summary is followed by the Plan of Study, which contains a brief explanation (usually one paragraph per KAM) of the academic topics and professional issues to be explored in each KAM demonstration. Students should consult their curriculum guide and Foundation course instructor when developing these topics.

Students in KAM- or KAM/course-based programs who elect the Self-Designed specialization should complete the *Program of Study* form using the General Program course numbers for the breadth, depth, and application components of each KAM. The depth and application components should include a subtitle that reflects the focus of the student's own unique self-designed specialization. In the specialized KAMs (generally V, VI, and VII), the titles of the breadth component must also reflect the unique Self-Designed specialization.

Part III also includes a *Program of Study* form, a formal document based on the academic evaluation made available to the student from the Office of Admissions, and showing any transferred credit. In consultation with their Foundation course instructor, students use this exercise to create an individualized plan for completing all degree requirements within a specific time frame. The university suggests that students approach the task of program planning by grouping degree requirements into stages of progress.

Students are encouraged to target a completion date and work backward, identifying specific milestones of academic progress and time frames for their completion.

In developing a timeline, students must account for review, revision, and approval of academic work. For most students, academic work is not approved with the first draft. Students should familiarize themselves with the approval processes for academic work, in particular those for Learning Agreements and KAMs, and incorporate flexibility in their timeline. Students use the *Program of Study* form to gauge their progress toward degree completion. In KAM-based programs, the *Program of Study* is consulted at the beginning of the quarter to guide the study plan for the quarter; at the end of the quarter, the form is submitted via the dropbox in SBSF 7100 Research Forum, indicating the progress made during the quarter. Any revisions to the form require the approval of the faculty advisor/mentor and the associate dean or the associate dean's designee.

Professional Development Plan Approval Process

Students submit the completed PDP to their Foundation course instructor electronically. Should a plan require revision, the course instructor returns it to the student with comments and feedback.

For students in the School of Psychology, the Foundation course instructor reviews the PDP for completeness and returns the PDP to the student. Students are responsible for the accuracy of their Personal State Licensure Plan and their *Program of Study* forms and for keeping those documents current.

For students outside the School of Psychology, the Foundation course instructor, when satisfied that the plan meets the university's expectations, forwards the PDP and the *Program of Study* form to the program's academic advisors for initial review. He or she then forwards the PDP and the *Program of Study* form to the appropriate associate dean, or the associate dean's designee, for review. The associate dean or designee may approve the plan or return it to the student and Foundation course instructor for revision. Following approval by the associate dean or designee, the PDP is ratified in the Office of the Registrar.

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 PDP is well written and follows the *Publication Manual of the American Psychological Association*. (The use of the first person is permissible.)
- The content corresponds to the curriculum requirements of the university and the selected doctoral program, and the student's specialization, if applicable.
- The content corresponds to the student's educational background and goals.
- The student has gained access to the necessary resources and exhibits the traits of an independent learner.
- The Plan of Study and the *Program of Study* form are complete.
- For students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations in the School of Psychology and students in the Mental Health Counseling program, the Personal State Licensure Plan is complete.

Field Experiences

The Walden University Office of Field Experience serves the needs of programs across the colleges that have field placement requirements.

The director of the Office of Field Experience oversees the development of centralized processes for managing the field placement activities, including application, site approval, placement, and site and/or student evaluation. The director helps to ensure that Walden is meeting federal and state regulatory requirements as well as the requirements for the professional accrediting agencies that mandate field experiences.

Teacher Preparation and Special Education Endorsement Programs

Field experiences are an integral part of Walden University's Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.) and special education endorsement programs. These experiences provide opportunities for candidates to apply course concepts in real environments. The field experiences relate to candidates' professional goals, provide the opportunity to connect theory and practice, and prepare candidates for daily classroom responsibilities or daily life for students with special needs. For specific information about field experiences, including requirements related to background checks and proof of health status, candidates should find the following on their myWalden university portal:

- Teacher preparation candidates should review the *Teacher Candidate Guidebook* and the *Field Experience and Demonstration Teaching Handbook*.

- Special education endorsement candidates should review the *Teacher Candidate Guidebook* and the *Clinical Practicum Handbook*.

Master of Public Health Practicum

The practicum is designed to provide students who have finished their coursework with the opportunity to synthesize knowledge, to develop competence in professional practice, to apply knowledge to the solution of public health problems, and to develop a respect for and a commitment to continued professional knowledge.

The field practicum takes place in conjunction with registration in a 4-credit seminar (PUBH 6635 or 6636). The required hours of agency service may take place only during registration in the appropriate seminar. All work hours must occur on or after the official start date of the approved quarter and may not go beyond the end date of the quarter. Students who cannot complete the practicum hours in one quarter must register for the seminar until all field hours are completed.

Students must have completed the first six quarters of required coursework to begin the practicum and must be in good academic standing. Students are advised to begin seeking a practicum placement as early as possible, but no later than two terms before they plan to begin the practicum. Details about the practicum, the required forms, the approval process, and important practicum application deadlines are available through students' myWalden university portal.

In certain circumstances, students may receive approval for a non-U.S. training site from the M.P.H. program director; however, that approval must be sought in writing prior to admission to the M.P.H. program.

Field Experience in Mental Health Counseling

The M.S. in Mental Health Counseling Field Experience provides a supervised clinical experience with emphasis on the knowledge and practice of counseling skills, theories, competencies, and best practices. The M.S. in Mental Health Counseling field experience provides students with experiential learning opportunities for the preparation of entering into the mental health counseling profession.

Mental Health Counseling Practicum

The practicum is the first experiential training component of field experience. *Practicum* is defined as "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP, 2009). It comprises 100 hours of clinical field experience: 30 hours of individual counseling, 10 of group counseling, and 60 of counseling-related activities.

Prerequisites
Students must successfully complete all of their core coursework and residencies I and II (everything except the practicum and internship, and thesis or capstone) before beginning the practicum field experience.

Arranging for the Practicum
Students completing a practicum will work with the field experience coordinator to secure a supervised practice in an appropriate mental-health-related setting. See the Submit a Completed Practicum Application section for details on preparing the necessary documents and forms. Each student is responsible for collaborating with the field experience coordinator to ensure the site and supervisor meet appropriate requirements. The field experience coordinator must approve the site and the site supervisor before the student can begin the practicum. Students must ensure their field experiences meet their specific state board standards and requirements as well as those of the program.

1. **Review the Field Experience Manual**
   The *Field Experience Manual* provides M.S. in Mental Health Counseling students with the information they need to be successful in their clinical field experiences. The manual addresses topics such as the application process, malpractice insurance, completion and termination of practicum, procedures and policies (e.g., policy for resolving conflicts at the field experience site), extension of practicum, and evaluation forms. Students should thoroughly review the manual before starting the field experience process.

2. **Select a Practicum Site and Supervisor**
   Students should collaborate with the field experience coordinator to begin the site selection process early in their enrollment at Walden. Students are encouraged to discuss existing field experience site relationships with the field coordinator and consider the type of training sites available in their community. Practicum sites may include, but are not limited to, community mental health agencies, private practice, hospitals (inpatient and outpatient services), university counseling centers, social service agencies, and employee assistance programs. Students will receive instruction on selecting a practicum site during their residencies.

When selecting a practicum site, it is important for students to schedule a face-to-face appointment or an interview with a potential site supervisor to discuss the type of clinical experience possible (e.g., individual and group counseling, supervision). Students must ensure the site supervisor has the appropriate supervising credentials according to their state counseling board and the program requirements. The M.S. in Mental Health Counseling program encourages students to be supervised by a licensed professional counselor for their practicum field experience.

3. **Submit a Completed Practicum Application**
   Practicum applications are due 12 weeks prior to the term in which the practicum is to begin.

   Practicum application materials are reviewed by the field experience coordinator for the College of Social and Behavioral Sciences for completeness, then forwarded to the field experience coordinator for the M.S. in Mental Health Counseling program for approval. Students are notified of the approval decision no later than one month prior to the intended practicum start date.

   Application deadlines are as follows:

Application Due	*To Begin the Practicum*
June 1	Fall term
September 1	Winter term
December 1	Spring term
March 1	Summer term

   The practicum application includes the following documents:

   - *Practicum Registration Intent* form
   - *Practicum Application* form (includes practicum at place of employment, if applicable)
   - Counseling Training and Supervision Memorandum of Understanding
   - Copy of student malpractice insurance certificate
   - *Agency Description* form
   - Onsite supervisor's résumé or CV
   - Student's résumé or CV
   - Practicum Learning Agreement

4. **Register for COUN 6671 Practicum**
   To complete the practicum experience, students must successfully complete the practicum application and receive approval from the field experience coordinator. Upon approval of the application, students will be registered for COUN 6671 Practicum for one term (unless an extension is needed to fulfill the practicum hourly requirement). Registration for this course is conducted by the field education coordinator of the College of Social and Behavioral Sciences and is limited to students who both meet the prerequisites and have an approved practicum application on file. Approval from the field experience coordinator is required for initial registration.

Students are responsible for understanding the requirements of their state and should consult the rules and regulations of the licensing of professional counselors from the appropriate state licensing board.

Conflict Resolution at the Practicum Site

It is essential for students to keep their practicum instructor informed of any problems encountered at the practicum site. If a problem is detected, students should communicate that information immediately. Practicum instructors will discuss issues that need to be addressed with the site supervisor and the field experience coordinator. The procedure for addressing conflict at a site is described in detail in the *Field Experience Manual*.

Mental Health Counseling Internship

The internship field experience is completed after the student has fulfilled the practicum experience. According to the CACREP standards (2009), *internship* is "a distinctly defined, post-practicum, supervised 'capstone' clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement."

Prerequisites

Students who have successfully fulfilled their practicum requirements are able to apply for the internship field experience. Successfully completing the practicum field experience encompasses completing the hourly requirement, successfully completing COUN 6671 Practicum, and submitting all practicum field experience forms (e.g., the practicum hourly log and site supervisor evaluation). Students should refer to the *Field Experience Manual* and COUN 6671 course syllabus for more detail.

Arranging for the Internship

Students completing an internship will work with the field experience coordinator to secure a supervised internship in an appropriate mental-health-related setting. See the Submit a Completed Internship Application section for details on preparing the necessary documents and forms. Students are responsible for collaborating with the field experience coordinator to ensure the site and supervisor meet appropriate requirements. The field experience coordinator must approve the internship site as well as the site supervisor before the student can begin the internship.

1. **Review the Field Experience Manual**
   The *Field Experience Manual* provides M.S. in Mental Health Counseling students with the information they need to be successful in their clinical field experiences. The manual addresses topics such as the application process, criminal background checks, malpractice insurance, completion and termination of internship, procedures and policies (e.g., policy for resolving conflicts at the field experience site), extension of internship, and evaluation forms. Students should thoroughly review the manual before starting the internship process.

2. **Select an Internship Site and Supervisor**
   Students are encouraged to attempt to secure an internship site simultaneously while finding a practicum site. Students are allowed to complete their practicum and internship field experiences at the same site and/or with the same organization. Internship sites may include, but are not limited to, community mental health agencies, private practice, hospitals (inpatient and outpatient services), university/college counseling centers, social service agencies, and employee assistance

programs. Students will receive instruction on selecting an internship site during their residencies.

When selecting an internship site, it is important for students to schedule a face-to-face appointment or an interview with a potential site supervisor to discuss the type of clinical experience possible (e.g., individual counseling, group counseling, supervision). Students must ensure the site supervisor has the appropriate supervising credentials according to their state counseling board and the program requirements. The M.S. in Mental Health Counseling program encourages students to be supervised by a licensed professional counselor for their internship field experience.

Students who complete their practicum and internship field experiences at the same site and/or with the same organization are required to have a different site supervisor for each clinical experience (i.e., the site supervisor for the practicum must be different than the site supervisor for the internship). Both site supervisors must be approved by the field experience coordinator.

3. **Submit a Completed Internship Application**
   Internship applications are due 12 weeks prior to the term in which the internship is to begin.

   Internship application materials are reviewed by the field coordinator for the College of Social and Behavioral Sciences for completeness, then forwarded to the field experience coordinator for the M.S. in Mental Health Counseling program for approval. Students are notified of the approval decision no later than one month prior to the intended internship start date. Application deadlines are as follows:

Application Due	*To Begin the Internship*
June 1	Fall term
September 1	Winter term
December 1	Spring term
March 1	Summer term

   The internship application includes the following documents:

   - *Internship Application* form (includes practicum at place of employment, if applicable)
   - Counseling Training and Supervision Memorandum of Understanding
   - Copy of student malpractice insurance certificate
   - *Agency Description* form
   - Onsite supervisor's résumé or CV
   - Student's résumé or CV
   - Internship Learning Agreement

   An internship application must be completed even if the student plans to complete the practicum and internship at the same site.

4. **Register for COUN 6682 Internship**
   To complete the internship experience, students must have the approval of the field experience coordinator and be registered for COUN 6682 Internship for two terms (unless an extension is needed to fulfill the internship hourly requirement). Registration for this course is limited to students who both meet the prerequisites and have an approved internship application on file. Approval from the field experience coordinator is required for initial registration.

   Registration for the course is conducted by the field education coordinator of the College of Social and Behavioral Services and is limited to students who meet the prerequisites. Students are responsible for understanding the requirements of their state and should consult the rules and regulations of the licensing of professional counselors from the appropriate state licensing board.

Conflict Resolution at the Internship Site
It is essential for students to keep their internship instructor informed of any problems encountered at the internship site. If a problem is detected, students should communicate that information immediately. Internship instructors will discuss issues that need to be addressed with the site supervisor and the field experience coordinator. The procedure for addressing conflict at a site is described in detail in the *Field Experience Manual*.

Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation)

Field experiences are an integral part of Walden University's principal preparation. These experiences provide opportunities for candidates to apply course concepts in real environments that allow for increasing levels of responsibility. The field experiences relate to candidates' professional goals, provide the opportunity to connect theory and practice, and prepare candidates for daily classroom responsibilities. Candidates are informed, monitored, and evaluated throughout all field experiences. For specific information about field experiences, including requirements related to background checks and proof of health status, candidates should review the *Candidate Handbook* and *Field Experience Handbook*.

Field Experience in Counselor Education and Supervision

(Effective Dec. 1, 2009)

Doctoral Practicum

The focus of this course is on the practicum, which is an essential component of applied professional training. Students complete a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. This experience allows students to develop advanced counseling skills while under supervision.

Students communicate with the class and the practicum instructor at least twice a week during the quarter to discuss cases and present videos of student-client sessions.

The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or the Office of Field Experience.

Doctoral Internship

The internship provides Ph.D. in Counselor Education and Supervision students with supervised experiences in counselor education and supervision (for example, clinical practice, research, and teaching).

Students complete a 600-clock-hour, supervised doctoral-level internship. The internship includes most of the activities of a regularly employed professional in the setting. This experience allows Ph.D. in Counselor Education and Supervision students an opportunity to integrate their professional knowledge and skills, and to continue their development in specialization areas.

The nature of the doctoral-level internship experience is to be determined in consultation with program faculty and/or the Office of Field Experience.

Field Experience in Ph.D. in Psychology Clinical, Counseling, and School Psychology Specializations

Ph.D. in Psychology students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations participate in an intense, focused practice experience (practicum) and in an intensive, broad-responsibilities experience (internship) where classroom education, skill building, and research skills are brought to the field of practice.

Students identify field sites that can offer them growth that enhances their professional skills, knowledge, and attributes. Students establish relationships with supervisors and, based on a clear understanding of the students' current competencies and attributes, establish an agreement for vertical growth and development. Developmental progress is achieved by ongoing evaluation, feedback, and interaction as students develop levels of competencies and capacities not previously attained.

The expected outcome of these experiences is the integration of knowledge, skills, research, and professional attitudes and beliefs into a comprehensive, ethical model of professional practice. In this manner, students are trained to be practitioners with the confidence and experience to continue to work in and make contributions to the field of psychology.

Psychology Practicum

The practicum is an intense supervised field experience with clear boundaries and less breadth and responsibility than those associated with an internship. Students, under the supervision of qualified professionals, learn to integrate learning and research in the practice of developing specific skills sets and/or working with new client populations.

Adequate preparation is essential to the success of the practicum experience. Students must ensure their field experiences meet their specific state board standards and requirements. Students must register for a minimum of two terms of practicum, registering for additional terms until the required 750 hours is attained.

Prerequisites

To enroll in PSYC 8871 Practicum, students must meet the following prerequisites:

Clinical Psychology Specialization

PSYC 8341 - Psychological Assessment: Cognitive
PSYC 8351 - Psychological Assessment: Personality
PSYC 8342 - Psychotherapy Interventions 1
PSYC 8343 - Psychotherapy Interventions 2
PSYC 8705 - Ethics and Standards of Professional Practice
PSYC 8721 - Advanced Psychopathology

Counseling Psychology Specialization

PSYC 8341 - Psychological Assessment: Cognitive
PSYC 8351 - Psychological Assessment: Personality
PSYC 8342 - Psychotherapy Interventions 1
PSYC 8343 - Psychotherapy Interventions 2
PSYC 8705 - Ethics and Standards of Professional Practice
PSYC 8720 - Diagnosis and Assessment

School Psychology Specialization

PSYC 8503 - Behavioral Assessment and Intervention (5 cr.)
PSYC 8504 - Academic Assessment and Intervention (5 cr.)
PSYC 8705 - Ethics and Standards of Professional Practice
PSYC 8719 - Developmental Psychopathology
PSYC 8723 - Multicultural Counseling

Students who are not in the School Psychology specialization but desire to do a school-based field placement are required to complete the following courses prior to being approved for their practicum:

PSYC 8718 - Psychology of the Exceptional Individual
PSYC 8719 - Developmental Psychopathology
PSYC 8780 - Seminar in School Psychology
PSYC 8784 - Psychological Consultation
PSYC 8785 - Prevention: Research and Practice
PSYC 8901 - Advanced Seminar in Psychology: Foundations of Reading and Literacy Development
PSYC 8902 - Advanced Seminar in Psychology: Curriculum Theory and Design

Arranging for the Practicum

Students completing a practicum must arrange for supervised practice in an appropriate setting. Each student is responsible for finding a practicum site and a site supervisor. The field training coordinator must approve the site and the site supervisor before the student can begin the practicum.

1. **Review the Field Training Manual**
   All information pertaining to the Ph.D. in Psychology professional psychology field experiences is detailed in the Professional Psychology Track Programs in Counseling, Clinical, and School Psychology *Field Training Manual*. The manual provides specific information regarding the field experience philosophy, the application processes, field experience completion requirements, and remediation procedures. The manual also contains the current forms related to field experiences. Students should thoroughly review the manual before starting the field experience process, paying particular attention to the application process and deadlines.

2. **Review State-Specific Requirements**
    Students should visit the Web site for their state and review all of the state's specific requirements for completing a practicum. A list of state licensure Web sites can be found at the <u>Association of State and Provincial Psychology Boards' Contact Page</u>. Students are responsible for understanding the requirements of their state and should consult the rules and regulations regarding the licensing of psychologists from the appropriate state licensing board. It is recommended that students complete (or update) their Personal State Licensure Plan (PSLP) created during the Foundation course (PSYC 8000).

    Note: For international or non-U.S.-based students: Identify and consult the licensure, certification or other regulatory requirements for your specific country, providence or territory.

3. **Select a Practicum Site and Supervisor**
    Students should begin the site selection process early in their enrollment. The site should supply training duties designed to expand the student's skills and experience, as well as provide the hours necessary to meet the goals outlined in the PSYC 8871 Practicum syllabus. Selection of the supervisor is critical to ensuring the success of the practicum. The preferred site supervisor is a psychologist licensed, certified, or otherwise qualified in the jurisdiction in which they practice.

    Note: For international or non-U.S.-based students: Students who do not plan to practice in the U.S. should select a supervisor who holds a license and/or credential appropriate for their particular country. In addition, this exception to the stated supervision requirements must be acknowledged in the Assumption of Risk section of your Practicum Application.

    These elements are required of the practicum and should be considered when selecting a site and supervisor:

    *   The practicum will be for a minimum of 750 hours with one hour of supervision for every 10–15 hours worked.
    *   At least half of the supervision must be individual as opposed to group.
    *   If the site utilizes psychological testing, it is expected that the appropriately trained student will be allowed to perform testing under appropriate supervision.

4. **Submit the Completed Practicum Application**
    Practicum applications are due no later than the first day of the term prior to the term in which the practicum is to begin. Any necessary changes must be made and the application must be approved by the field training coordinator for the specialization by the first day of the month preceding the field experience.

    Practicum Application Deadlines

Application Due	*To Begin the Practicum*
June 1	Fall term
September 1	Winter term
December 1	Spring term
March 1	Summer term

    Students must submit the entire practicum application to the field education coordinator in their respective school or college for consideration, who will forward it to the field training

coordinator for the specialization. All documents must include the student's name and email address. Approval to begin the practicum is contingent upon approval of the application and practicum site by the field training coordinator for the specialization.

5. **Register for PSYC 8871 Practicum**
   To complete the practicum experience, students must register for PSYC 8871 Practicum for at least two terms, 3 credits each term. Registration for this course is limited to students who both meet the prerequisites and have an approved practicum application on file. Approval of the field training coordinator for the specialization is required for initial registration; however, students may register for subsequent quarters without additional approval.

Executing the Practicum and Fulfilling the Course Requirements

The practicum is an on-site experience as well as an online course with a residency seminar; therefore, students participate in course activities while completing the practicum. To acquire the practicum hours for each quarter, students must receive a satisfactory evaluation from their site supervisor and satisfactorily complete the 8871 course. Students are required to participate in the online course in accordance with the information provided in the course syllabus.

Students are responsible for ensuring that their on-site supervisor submits an evaluation of their work to the university. Students cannot receive a grade until the on-site supervisor's evaluation has been received.

Terminating the Practicum

In the event a practicum is terminated prior to completion, none of the hours or activities can be transferred to another practicum site without the written permission of the field training coordinator for the specialization.

Psychology Internship

An internship is required for students enrolled in the Clinical Psychology, Counseling Psychology, and School Psychology psychology specializations and is a critical part of doctoral study for these students. A psychology internship is an organized training experience that, in contrast to supervised experience or on-the-job training, is designed to provide students with a planned, programmed sequence of training experiences.

The professionally supervised training experiences of internship are characterized by greater depth, breadth, duration, frequency, and intensity than practicum training. The primary focus and purpose is assuring breadth and quality of training. The students' experiences working in the field and actively participating in the Walden School of Psychology classrooms help them develop the attitudes that will enable their effective personal interaction and participation in an interdisciplinary approach to problems of research and practice.

The internship is an intense, broad-reaching experience that provides students the experience of a fully practicing psychologist, while under professional supervision. The internship agency has a clearly designated doctoral-level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists and is present at the training facility for a minimum of 20 hours a week.

Adequate preparation is essential to the success of the internship experience. Students must ensure that their field experiences meet their specific state board standards and requirements. The internship is

completed in a minimum of four quarters (full time), but additional quarters may be taken to attain the required 2,000 hours.

Prerequisites
Students must complete all program requirements except Dissertation before beginning an internship. Having a dissertation started or even completed is desirable, though not mandatory.

Students who are not in the School Psychology specialization but desire to do a school-based field placement are required to complete the following courses prior to being approved for their internship:

> PSYC 8718 - Psychology of the Exceptional Individual
> PSYC 8719 - Developmental Psychopathology
> PSYC 8780 - Seminar in School Psychology
> PSYC 8784 - Psychological Consultation
> PSYC 8785 - Prevention: Research and Practice
> PSYC 8901 - Advanced Seminar in Psychology: Foundations of Reading and Literacy Development
> PSYC 8902 - Advanced Seminar in Psychology: Curriculum Theory and Design

Arranging for the Internship
Students completing an internship must arrange for supervised practice in an appropriate setting. Students are responsible for selecting an internship field experience site and site supervisor. The field training coordinator must approve the internship site as well as the site supervisor before the student can begin the internship.

1. **Review the *Field Training Manual***
   All information pertaining to the Ph.D. in Psychology professional psychology field experiences is detailed in the Professional Psychology Track Programs in Counseling, Clinical, and School Psychology *Field Training Manual*. The manual provides specific information regarding the field experience philosophy, the application processes, field experience completion requirements, and remediation procedures. The manual also contains the current forms related to field experiences. Students should thoroughly review the manual before starting the internship process.

2. **Review State-Specific Requirements**
   Students should visit the Web site for their state and review all of the state's specific requirements for completing an internship. A list of state licensure Web sites can be found at *the* <u>Association of State and Provincial Psychology Boards' Contact Page</u>. Students are responsible for understanding the requirements of their state and should consult the rules and regulations regarding the licensing of psychologists from the appropriate state licensing board. It is recommended that students complete (or update) their Personal State Licensure Plan (PSLP) created during the Foundation course (PSYC 8000).

3. **Select an Internship Site and Supervisor**
   Students may elect to complete the Association of Psychology Postdoctoral and Internship Centers' (APPIC) application to find an internship site. Students pursuing licensure must arrange a field-based supervised internship in a setting appropriate to their specialization. An APA-approved internship automatically satisfies the requirements stipulated in Walden's internship requirements, but the required application form for internship, as well as other requirements such as insurance and criminal background check, must still be completed. Sites approved by APPIC will typically satisfy Walden's internship requirements.

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 psychologist who is licensed, certified or otherwise qualified in the jurisdiction in which they practice. A secondary supervisor, who is also licensed, certified, or otherwise qualified in the jurisdiction in which they practice, is expected but not required.

These elements are required of the internship and should be considered when selecting a site and supervisor:

- At least 45% of the internship must include direct participation in activities such as assessment/testing services, intervention services (individual and group), consultation services, teaching, research, and interdisciplinary collaboration.

- A minimum of 2 hours of individual supervision must occur each week, addressing, in part, the delivery of psychological services rendered by the intern. (A secondary supervisor is highly desirable but not required.) The student must document these hours.

- Additional supervision hours each week may include case conferences involving other trainers or staff development activities. It is desirable for two or more trainees to be present during the internship period.

4. **Submit the Completed Internship Application**
   Internship applications are due no later than the first day of the term prior to the term in which the practicum is to begin.

   Internship Application Deadlines

Application Due	To Begin the Internship
June 1	Fall term
September 1	Winter term
December 1	Spring term
March 1	Summer term

   Students must submit the entire internship application package to the field education coordinator in Academic Advising. Once the package is completed, all materials are forwarded to the field training coordinator for the specialization. All documents must include the student's name and email address. Permission to register for PSYC 8882 Internship is contingent upon approval of the application and the internship site by the field training coordinator for the specialization.

5. **Register for PSYC 8882 Internship**
   To complete the internship experience, students must register for PSYC 8882 Internship for a minimum of 12 credits (3 credits per term for 4 terms). Registration for this course is limited to students who have completed all coursework and who have an approved internship application on file with the field training coordinator for the specialization. Students are required to participate in an online course every term in which they are registered for PSYC 8882. Approval of the field training coordinator for the specialization is required for initial registration; however, students may register for subsequent quarters without additional approval.

Executing the Internship and Fulfilling the Course Requirements
Internship is an on-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. Students should keep copies of all internship-related materials. To acquire the internship hours for each quarter, students must receive a satisfactory evaluation from their site supervisor and satisfactorily complete the 8882 course.

At the end of each term, students submit the following items to the course instructor:

- The internship assessment form signed by the site supervisor

- A narrative report summarizing the internship experience for the term

At the conclusion of the internship, students submit the following items to the course instructor:

- The overall internship assessment form signed by the site supervisor

- A narrative report summarizing the complete internship experience, including significant changes in the student's professional practice that have occurred as a result of the internship experience

- The internship documentation form signed by the site supervisor

Terminating the 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 director of field training.

Doctoral Research Sequence

Internal and external researchers and program leaders representing Walden University's fields of doctoral study key stakeholders collaborated to generate a list of specific research competencies expected of all doctoral graduates from Walden.

Research competency standards of Ph.D. programs in typical graduate programs were reviewed, as were those of external higher education associations such as the Higher Learning Commission of the North Central Association of Colleges and Schools and the Council of Graduate Schools, as well as several professional accrediting bodies.

The result of this extensive review and collaboration resulted in establishing 48 specific areas of competency organized around the following seven broad areas:

1. Philosophy of research
2. Research project design and approaches
3. Quantitative research techniques
4. Qualitative research techniques
5. Quantitative quality assurance
6. Qualitative quality assurance
7. Professional practice

The doctoral research sequence described below was designed to ensure that doctoral students at Walden meet the minimum research competencies. Also see these courses in the *Walden University Catalog*.

RSCH 8100 Research Theory, Design, and Methods (4 cr.)
This research course provides students with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. Quantitative, qualitative, and mixed-method research designs and methods are introduced. Ethical and social change implications of conducting research, producing knowledge, and engaging in scholarship are emphasized. Students will apply and synthesize their knowledge and skills by developing elements of simple research plans. *(Prerequisite: a Foundations course or first course in a program.)*

RSCH 8200 Quantitative Reasoning and Analysis (4 cr.)
This research course provides students with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. *(Prerequisite: RSCH 8100.)*

RSCH 8300 Qualitative Reasoning and Analysis (4 cr.)
This research course provides students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students use software to code data and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. *(Prerequisite: RSCH 8100.)*

Together these three courses will provide an introductory-level background in each of the 48 competencies identified as being common to Walden faculty expectations, the expectations of similar programs in well-respected traditional universities, and the standards of a wide range of accrediting bodies. Once these are completed, advanced-level courses within each student's program will enable students to achieve mastery of the specific set of these research competencies required for their field of study and professional goals.

Doctoral Research Sequence Course Numbers

Program	*Research Sequence*
Ph.D. in Education	RSCH 8100D, 8200D, 8300D
Ph.D. in Applied Management and Decision Sciences	RSCH 8100Z, 8200Z, 8300Z
Ph.D. in Health Services	RSCH 8100X, 8200X, 8300X
Ph.D. in Human Services	RSCH 8100U, 8200U, 8300U
Ph.D. in Public Health	RSCH 8100H, 8200H, 8300H
Ph.D. in Public Policy and Administration	RSCH 8100P, 8200P, 8300P

Doctoral Research Competencies and Related Learning Objectives

Topic Areas and Competencies	Example of Competency-Related Learning Objectives
Philosophy of Research	
Empiricism	Identify the influence of empiricism on quantitative research methodology.
Positivism and post-positivism	Explain how the scientific method is based on positivism and post-positivism.
Interpretivism	Contrast interpretivism with positivism.
Constructivism	Contrast constructivism with determinism.
Deconstructivism or critical theory	Explain how critical theory research approaches use the concepts of power and justice.
Research Project Design and Approaches	
Formulating the research question	Utilize a gap in past research on a topic to generate a testable research question.
Quantitative/qualitative distinctions	Determine the types of research questions most appropriately addressed by quantitative, qualitative, and mixed-method designs.
Experimental research	Explain why the experimental method is required for determining cause-effect relationships.
Quasi-experimental research	Identify the advantages and disadvantages of key quasi-experimental designs.
Non-experimental designs (descriptive, correlational)	Determine when it is appropriate to use non-experimental quantitative designs.
Program evaluation	Distinguish program evaluation from other approaches to research.
Case studies	Utilize case study findings to generate testable hypotheses.
Phenomenology	Explain the purpose of research from a phenomenological perspective.
Ethnographic methods	Contrast ethnography from other approaches to qualitative research.
Grounded theory methods	Identify the key assumptions of grounded theory research.
Historical research	Identify multiple sources of archival data relevant to their professional field and the limitations associated with such data.
Action research	Explain why the advantages of action research may also be limitations.
Narrative inquiry	Describe multiple forms of stories used in narrative analysis and how the "story" differs from a case study.
Quantitative Research Techniques	
Descriptive statistics	Know the definitions of mean, mode, and median and describe the situations where each should be used to describe the "average" value.
Probability distributions	Know the characteristics of a normal distribution and explain how those characteristics are used in hypothesis testing with reference

	to the Central Limit Theorem.
Hypothesis testing	Correctly test a hypothesis using quantitative data. Correctly interpret the results of that test with reference to Type I and II errors.
Multivariate analysis appropriate to field	Describe how multivariate analyses are used in the students' professional field.
Correlation	Correctly calculate and interpret a Pearson correlation coefficient.
Non-parametric methods	Understand the concept of rank and how it used in non-parametric statistics that test the difference between two or more groups.
Linear regression	Know the assumptions of and correctly interpret ordinary least squares linear regression.
Quantitative analysis software (SPSS)	Construct a data set using statistical software. Use that software to produce descriptive and inferential statistics.
Quantitative Research Techniques	
Descriptive statistics	Know the definitions of mean, mode, and median and describe the situations where each should be used to describe the "average" value.
Probability distributions	Know the characteristics of a normal distribution and explain how those characteristics are used in hypothesis testing with reference to the Central Limit Theorem.
Hypothesis testing	Correctly test a hypothesis using quantitative data. Correctly interpret the results of that test with reference to Type I and II errors.
Multivariate analysis appropriate to field	Describe how multivariate analyses are used in the students' professional field.
Correlation	Correctly calculate and interpret a Pearson correlation coefficient.
Non-parametric methods	Understand the concept of rank and how it used in non-parametric statistics that test the difference between two or more groups.
Linear regression	Know the assumptions of and correctly interpret ordinary least squares linear regression.
Quantitative analysis software (SPSS)	Construct a data set using statistical software. Use that software to produce descriptive and inferential statistics.
Qualitative Research Techniques	
Field notes	Demonstrate skills in preparing field notes.
Pilot studies/field studies	Identify different ways to collect qualitative data (i.e., individual or group interviewing; participant-observer journaling) and compare the relative tradeoffs of each approach.
Document (content) analysis	Organize and analyze data through classification and coding.
Observation strategies	Observe individuals, groups, objects, and settings in great detail.
Interviewing	Understand how to develop an interview protocol and what is necessary for conducting effective interviews.
Focus groups	Understand how to conduct focus groups in open-ended question and structured activity formats.
Questionnaires	Demonstrate an understanding of conducting research using

	questionnaires.
Journaling	Identify different ways to collect qualitative data (i.e., individual or group interviewing; participant-observer journaling).
Identifying themes in qualitative data	Analyze data for meaning and make connections across categories.
Qualitative analysis software (Nvivo-NUDIST, Atlas)	Produce multiple codes for a set of documents within qualitative analysis software. Use that software to show the relationship between at least two codes.
Quantitative Quality Assurance	
Validity	Describe what is meant by validity and how to assess external and internal validity.
Reliability	Describe what is meant by reliability and how to assess external and internal reliability.
Sampling (random and deliberate)	Define a random sample and explain why a researcher may use non-random samples in research.
Qualitative Quality Assurance	
Trustworthiness	Describe specific ways in which qualitative research is judged as rigorous.
Authenticity	Discuss "fairness" in the integration of one's own and others' perspectives into the research process.
Sampling (purposive)	Identify specific strategies within purposive sampling and explain why each might be used.
Professional Practice	
Disseminating research to professional audiences (e.g., conferences)	Identify at least two ways for disseminating research in their professional field and describe scholarly expectations associated with each.
Human subjects' protection	Explain the legal and ethical basis of human subjects' protection along with the basic rights of participants participating in any research study.
Grant-writing	Describe at least two sources of grants for conducting research in their field and basic requirements for securing grants from each source.
Integrating research with social change activity	Describe past, current, and future potential contributions of research in their professional field to the public good.
Working with stakeholders (e.g., community-based research)	Identify potential non-academic stakeholders in research from their professional field along with specific considerations in working with each stakeholder.
Professional writing	Utilize appropriate conventions for professional writing when reviewing, reporting, and interpreting research findings.

Ph.D. Research Sequence—Richard W. Riley College of Education and Leadership

For some specializations, two advanced research courses are required and are conducted as independent studies.

Advanced Research Sequence

The last two courses in the Research Sequence (EDUC 8458 and 8468) are required in the general and self-designed programs, and in the Adult Education Leadership; Curriculum, Instruction, and Assessment; Early Childhood Education; Higher Education; and Special Education specializations. They are optional in the Community College Leadership and K–12 Educational Leadership specializations and may be replaced by a practicum; they are not required in the Educational Technology specialization. These two courses are conducted as paired independent studies under the guidance of the faculty mentor or the dissertation chair. They provide an opportunity to develop specific aspects of a student's research plan and communicate the results of that research.

Ed.D. Research Sequence—Richard W. Riley College of Education and Leadership

Specialization in Administrator Leadership for Teaching and Learning

In this specialization, the research sequence consists of the following two courses:

- EDAD 8141 - Applied Research in Education
- EDAD 8145 - Project Study: Research in Practice

In addition to this, research modules will be embedded in the following three courses:

- EDAD 8142 - Leading to Promote Learning
- EDAD 8143 - Leading Professional Learning Communities
- EDAD 8144 - School Leadership Capstone: Trends, Issues, and Global Perspectives.

Specialization in Teacher Leadership

In this specialization, the research sequence consists of the following two courses:

- EDUC 8141 - Applied Research in Education
- EDUC 8145 - Project Study: Research in Practice

In addition to this, research modules will be embedded in the following three courses:

- EDUC 8142 - Teaching and Learning: Theory and Research
- EDUC 8143 - Collegial Interactions and Professional Development
- EDUC 8144 - Teacher Leadership Capstone: Trends, Issues, and Global Perspective

Registering, Completing, and Receiving Credit for the Research Sequence Courses

Students register for the Research Sequence courses using the regular course registration process. The basis of each course is an online discussion that begins on the first day of the quarter. Students use email and online classrooms accessible via the Internet to participate in the asynchronous discussions (except for EDUC 8458 and 8468). Course instructors facilitate seminar activities based on assigned readings and topics posted in the syllabus at the beginning of the quarter. Assignments are collected and evaluated. For components that incorporate in-person meetings, attendance at all meetings is mandatory.

Each seminar carries a credit value as specified in the program sections of the *Walden University Catalog*. Course instructors evaluate student performance and award a grade of *S* (Satisfactory) to those students who complete a Foundation Research Sequence seminar successfully. A grade of *S* is equivalent to a letter grade of *B* or better. The university cannot convert a grade of *S* to a letter grade. Students who do not complete the seminar successfully receive a grade of *U* (Unsatisfactory). Grades of *A, B*, and *F* are awarded in the Research Sequence courses for the Riley College of Education and Leadership. The registrar makes these notations on the student's academic record and awards the appropriate credits.

KAM Policies and Processes

KAM Registration Policies

Doctoral programs that require Knowledge Area Modules (KAMs) use a **continuous enrollment model.** When students first enroll in these programs, they are registered for a Foundation course in graduate education. At the end of this course, students are assigned a faculty mentor. Students are then automatically registered each term by the registrar's office for SBSF 7100 Research Forum, which is directed by the faculty mentor.

When the foundations course is successfully completed, students will be enrolled in the first course in the research course sequence, providing them a base of knowledge about scholarly research. In successive quarters, KAM students plan to take courses and/or KAMs to complete the program. Registration in SBSF 7100, the foundations course, and the first research course is automatic. For all other courses in the KAM program, students must register using the online registration process. Students do not register for individual KAMs because these are undertaken in SBSF 7100.

While providing students with the flexibility to advance at their own pace, the university expects that they will work continuously on their program requirements, making progress each quarter. Students are required to make an academic plan for each quarter, which is approved by the faculty mentor and evaluated at the end of the term to assure that students are making academic progress. The bursar's office bills students each term for SBSF 7100 Research Forum at the relevant tuition rate.

KAM Assessor Policies

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

The following policies apply to assessor selection and assignment:

- Faculty mentors serve as the assessors for the first KAM undertaken by students.
- During their course of study, students are required to have a minimum of three different assessors assess their Learning Agreements/KAMs, where possible.
- Students are advised to consult with their faculty mentor when choosing assessors for their KAMs.
- The faculty mentor may assess no more than three of their Learning Agreements/KAMs.

- KAMs V, VI, and VII require assessors affiliated with the student's academic program. To have an instructor from another program serve as an assessor, students must gain approval from their associate dean or the associate dean's designee.

- In the Riley College of Education and Leadership, faculty mentors are required to assess two KAMs for each of their student mentees.

- Learning Agreements and KAMs may be reviewed by the associate dean of the relevant school, if appropriate.

- When working with an assessor who is not the faculty mentor, the student submits all drafts and final documents to the assessor as an email attachment and to the faculty mentor through the dropbox in SBSF 7100 Research Forum.

Selecting an Assessor

For the initial KAM demonstration, the faculty mentor serves as assessor. Students may choose KAM I, II, or III for their initial KAM demonstration. Specialization KAMs may also be taken in any order. For subsequent KAM demonstrations, students choose the assessor. When choosing subsequent assessors, students may want to consult their faculty mentor and check the instructor profiles on the university Web site. These activities will assist students in choosing assessors appropriate for the particular KAM and topic.

KAM Learning Agreements

Before starting work on a KAM, students write a Learning Agreement that defines their learning and research objectives for that KAM. The Learning Agreement must be reviewed, evaluated, and approved by the instructor who is going to serve as an assessor of the student's work in that KAM. A Learning Agreement acts as a contract between the student and the assessor.

Submission and Evaluation of a Learning Agreement
Students

- Students may work on the core KAMs or the advanced or specialized KAMs in any order after choosing KAM I, II, or III as their initial KAM demonstration.

- Students begin their work on a KAM by developing a Learning Agreement for that KAM.

- The Learning Agreement must be presented in the format indicated by the Learning Agreement template.

- Students may not have more than two Learning Agreements outstanding at any one time. The registrar's office will return extra Learning Agreements to the student until a KAM is completed for one of the Learning Agreements on file.

- Students must submit their Learning Agreements electronically as Word documents to their assessors either via the dropbox in SBSF 7100 (if the assessor is also the student's faculty mentor) or as an email attachment.

Assessors

- An assessor is allowed 14 calendar days to evaluate a Learning Agreement from the time of its receipt.

- If the assessor determines that changes are necessary to the Learning Agreement, the assessor electronically returns an evaluation form and/or any additional comments and questions to the student so that the Learning Agreement can be revised and resubmitted.

- If the assessor approves the Learning Agreement, the assessor submits the Learning Agreement and the associated evaluation form to the registrar, with a copy to the student.

Notification of Acceptance of the Learning Agreement by the University

The registrar's office documents the final ratification of Learning Agreements and notifies students, assessors, and faculty mentors by email within 21 calendar days of receipt of the approved version of the Learning Agreement and the associated evaluation form.

KAM Demonstrations

Prior to the submission of any KAM demonstration, students must have an approved Learning Agreement on file in the registrar's office. Students are responsible for ensuring their Learning Agreements have been approved prior to developing their KAMs. KAM demonstrations submitted without an approved Learning Agreement on file will be returned to the student.

Submission and Evaluation of a KAM Demonstration

1. The KAM must be presented in the format indicated by the KAM template.

2. Students send the initial drafts of their KAM demonstration to their assessor. Students must submit their KAM demonstrations for evaluation electronically as a Word document, either via the dropbox in SBSF 7100 (if the assessor is also the student's faculty mentor) or as an email attachment.

3. An assessor is allowed 14 calendar days to evaluate a KAM demonstration from the time of its receipt.

4. If the assessor determines changes are necessary to the KAM demonstration, the assessor electronically returns an evaluation form and/or any additional comments and questions to the student so that the KAM demonstration can be revised.

5. Students revise their draft KAM demonstrations as needed and resubmit the KAM demonstrations to their assessor.

6. If substantive changes have occurred to the approved Learning Agreement while a student has been working on the KAM demonstration, then at the same time that the final KAM demonstration is submitted, the student must also submit a revised Learning Agreement.

7. If the assessor approves the student's KAM demonstration, the assessor submits the evaluation form and the completed KAM indicating approval to the registrar, with a copy to the student.

8. Students will automatically receive a KAM experience evaluation form to complete when their KAM is received at the registrar's office.

Notification of Acceptance of the KAM Demonstration by the University

The registrar's office documents the final ratification of KAM demonstrations and notifies students, assessors, and faculty mentors by email within 21 calendar days. Students are encouraged to check with the records department to verify receipt of the KAM demonstration if they have not been notified.

Institutional Review Board

Walden University is committed to conducting its research involving human subjects under rigorous ethical principles.

The university's Institutional Review Board (IRB) has been established to comply with existing regulations of the federal government. Specifically, the university follows the Federal Policy for the Protection of Human Subjects (45 CFR 46).

University research ethics forms and guidance can be found at the <u>Institutional Review Board</u> Web page.

Scope of Authority

The Institutional Review Board (IRB) is required to review all research proposals, formal and informal, funded or not, that are prepared by students, instructors, and staff, especially those that involve the use of human participants. The IRB is legally required to ensure all the following standards are met:

- Risks are justified in terms of related benefits to the participants and society.
- Participants engage in research willingly and knowingly to the extent possible.
- Research methods are appropriate to the objectives of the research.
- Research methods are the safest possible and are consistent with sound research design.
- Participants' privacy is protected.
- Research is monitored.

To accomplish these purposes, researchers are required to complete the appropriate applications and obtain the board's approval whenever research involving human participants is proposed, prior to beginning research with human participants. Applying the U.S. federal government's definitions, a *human participant* is a living individual about whom an investigator conducting research obtains (a) data through intervention or interaction with the individual, or (b) identifiable private information, and *research* is a systematic investigation (i.e., the gathering and analysis of information) designed to develop or contribute to generalized knowledge.

All research projects involving collection or analysis of data (whether from surveys, interviews, observation, student or employee work products, or records of any type) must be reviewed and approved by the IRB. Moreover, no member of the university community may commence any research procedure involving human participants until it has been approved by the IRB. The only categories of research that do not need to be submitted for IRB approval are literature reviews and hypothetical research designs.

Membership

The Institutional Review Board (IRB) consists of staff and instructors from each of Walden's major research areas as well as one member not affiliated with the university.

The members of the IRB are selected by the school and college associate deans and are appointed by the executive director of the Center for Research Support.

Selection criteria include

- Content expertise
- Research experience
- Knowledge of professional and academic ethics

The IRB meets weekly and requires a quorum to take a vote. A quorum is considered present at a meeting when three-fifths of the members are in attendance. A majority vote can approve, approve with stipulations, or disapprove a research proposal.

IRB decisions cannot be appealed, but the IRB chair will work with the researcher(s) to get a proposal into an approvable state.

Information Required for Review

Information provided to the Institutional Review Board (IRB) should be written in a nontechnical manner and should be suitable for understanding by a diverse audience.

While the information below is required, students must consult the Institutional Review Board Web page for a full description of the IRB application and review process.

It includes
- A brief overview of the study, including research questions and/or hypotheses

- A description of how participants will be recruited and selected for participation, including any advertisements, recruitment letters or scripts, and financial remuneration offered to participants

- Statements of how informed consent will be obtained and how participants will be informed of the voluntary nature of their participation, including the right to opt out of the study without penalty, and the process of expressing concerns to the primary investigator

- An explanation of the research methodology to be used, including copies of all data collection instruments (e.g., interview protocols, survey instruments, standardized and non-standardized questionnaires)

- An explanation of how collected data will be stored and destroyed, including audio and videotapes

- An explanation of what risks are involved, how participants are protected, whether risks to participants are reasonable in relation to anticipated benefits, if any, and the importance of the knowledge to be gained

Capstone Research

Master's Thesis

Thesis Committee Chair Roles and Assignment Process

When members of the faculty in a graduate program accept the duty of serving as a committee to advise a student through the thesis requirement to earn a master's degree, they assume a dual responsibility of high importance. One part is service to the student; the other is service to the academic practice, the discipline, and the professional field to which the thesis is related. For the first part, expectations concerning the faculty service to be performed are determined by the needs of the student and university academic policy pertaining to how these are to be addressed. For the second, expectations are set both by university academic policy and by policies and practice that frame acceptable work in the discipline and professional field at large.

Role of Thesis Supervisory Committee Chairperson

The individual faculty member who serves as chairperson of the thesis committee is the key person in the process of a student's production of an acceptable thesis. The chairperson has the primary responsibility of assuring that the work of the committee effectively fulfills both the expectations of service to the student and service to the academic discipline or disciplines and professional fields of practice involved. While the thesis must be the student's work, the committee is expected to offer full support from their experiences and backgrounds and related resources of the university at large. For more information on the specific duties of the Thesis Chair, please consult the *Thesis Guidebook*.

Nomination of the Thesis Chair
Students begin the thesis phase of their program when they nominate a committee chairperson. Visit the Thesis Process Web page and see the *Committee Nomination* form.

The form must be completed and submitted to the chosen faculty member. The faculty member then submits the form to thesis@waldenu.edu. The Office of Student Research Support (OSRS) will not accept an approval form for a directly from the student. Approval of the committee and registration will be coordinated by the Graduate Student Services Coordinators and the Academic Advising Team. Students are responsible for verifying that the Graduate Student Services Coordinator (thesis@waldenu.edu) receives the completed *Committee Nomination* form and that they are registered for the correct course(s).

Changing a Thesis Chair
The approved thesis chair will serve students until their theses have been completed and approved. Only under special circumstances will the replacement of a chair be considered once work on a thesis has commenced. When circumstances arise that necessitate reconsideration of faculty appointments, the process detailed below will be followed to help minimize disruption of academic service.

If a student is pursuing a change in thesis chair, he or she will need to discuss this issue with the academic advising team to identify potential replacements. Once a potential member is found, the student will be responsible to obtain written assent from this new member to serve on his or her committee.

In requesting a change for one or multiple committee members, a student will need to file a *Student Petition* form with the college. The petition will be reviewed and a decision will be rendered by the associate dean or designee of the college. Students should take the following steps in requesting the change:

1. **Include written approval (email) from the proposed member.** Students requesting to change a committee member for another faculty member will need to obtain assent from the proposed member. A petition that fails to include the approval from the new proposed member will not be considered.

2. **Describe the outcome that the student is seeking.** Example: "I would like to change my chairperson from Dr. Smith to Dr. Jones."

3. **Provide a detailed rationale that demonstrates the need for the requested change.**

Any change in committee formation will become effective at the start of the next term. **Additional information** about this process can be obtained from the Graduate Services Coordinators of the **OSRS** at thesis@waldenu.edu.

Thesis University Research Review (URR)

Purpose of URR

The University Research Review (URR) process is the quality management mechanism for capstone research at Walden University. The goal of URR is to facilitate quality student research through a supportive environment of committee members dedicated to a collaborative enterprise. Below are a description of the URR reviewer role and the URR assignment process.

Role of URR Reviewer

The purpose of the University Research Review (URR) reviewer is to enable students to complete theses with the highest level of quality possible for them by providing a source of independent feedback on all aspects of their work. Their independence enables them to view a thesis in the manner that a potential employer or research colleague would view it.

URR Reviewer Assignment Process

University Research Review reviewers will be assigned upon completion of the master's thesis in the following manner:

1. The URR reviewer assignment process will be conducted by the Office of Student Research Support. Send correspondence to thesis@waldenu.edu.

2. A URR database of reviewers' content and methodology expertise will be maintained by the OSRS to help facilitate the matching process.

3. The student (with a copy sent to the committee chair) will submit the prospectus or a URR Assignment Form (for students in the transition phase between Academic Review and University Research Review who do not have an updated prospectus) that will specify the content, methodology, and statistical analysis plan the student anticipated for the project. Using the prospectus or the information entered in the URR Assignment Form, the OSRS will assign a URR reviewer to the committee.

4. The focus of the match will primarily be based upon research design/methods (qualitative, quantitative, mixed-methods), rather than subject matter, because the focus of the input provided by this committee member will be on issues such as methodology, data analysis, use of primary sources, organization, and so on, that transcend topic areas. Subject-matter feedback will be provided by the content expert of the committee.

5. All URR reviewers must meet approved requirements for serving in this capacity and must complete the university's URR Orientation Module.

6. Should the focus of a student's project change to a methodology with which the assigned URR reviewer is not familiar, a new URR reviewer can be assigned to the committee at the request of the student, the chair, or the URR reviewer.

URR Thesis Review Process

The URR reviewer will complete an initial review of the thesis using the rubric (found on the Thesis Process Web page), which includes items relevant to content, methodology, form and style, abstract, and ethical procedures. Once the URR reviewer has completed the review, he or she will send the outcome of the review to the chair while copying thesis@waldenu.edu. Once the chair receives the materials from the URR reviewer, he or she will distribute them to the student and committee.

At this stage, the URR reviewer can refer the student for mandatory consultation with the IRB office and/or Writing Center to address ethical or writing concerns, respectively. URR reviewers are obligated to make IRB/Writing Center referrals should they note significant ethical or writing concerns. Once the URR reviewer has completed the review, he or she will send the outcome of the review to the chair while copying research@waldenu.edu.

At the request of the URR reviewer or committee chair, an optional pre-oral conference can be scheduled to include the URR reviewer, committee, and student to discuss recommendations of the URR reviewer and reach agreement about changes that are necessary before the proposal oral. It is recommended that the pre-oral conference be held when there are serious concerns raised by the URR reviewer and/or when the committee requests the opportunity for discussion and clarification. The purpose of the pre-oral conference is to prevent multiple submissions and reviews and thus facilitate the process of completion.

When changes have been requested by the URR reviewer after the initial review, the chair will work with the student to make the requested revision. When the chair feels that the necessary revisions have been made, he/she will forward the thesis along with the rubric and a Turnitin.com report to the URR reviewer while copying thesis@waldenu.edu. The URR reviewer will then review the materials. Once the URR reviewer deems the thesis ready for Form and Style Review, he or she will send an e-mail to thesis@waldenu.edu indicating this information along with the URR reviewer-approved thesis and Turnitin.com report.

Thesis Completion Process

Once a thesis chair has been assigned and approved, students will proceed through the following steps as they complete their thesis.

Step	Items to Be Completed
Prospectus	The prospectus is a brief document that provides preliminary information about a student's thesis. The prospectus helps students organize, delineate, and make decisions regarding their theses and appropriate research style. It is submitted simultaneously with the committee nomination forms to the Office of Student Research Support (thesis@waldenu.edu) and the student's tentative (i.e., non-approved) chair. For more information visit our Thesis Process page and see "Thesis Prospectus."
Proposal (for proposal-only theses, skip to Completion of Thesis)	The proposal comprise the first three chapters of a five-chapter thesis. These chapters establish the rational for conducting the study and describe the design and methodology it will utilize.
Proposal University Research Review	Once the chair is satisfied that the first three chapters of the thesis meet all of the requirements specified in the appropriate rubric (see the Thesis Rubrics on the Thesis Process page), the chair will submit the proposal to thesis@waldenu.edu for review. For instructions on submission of a proposal for University Research Review (URR), visit the Thesis Process page and download the document " URR Steps for Thesis Students." The student's URR reviewer will review the proposal using the thesis rubric, and will either approve the proposal, which enables the student to set up an oral conference, or return the proposal with a set of required revisions.
Proposal Oral Conference	Following URR reviewer approval, the student will present the proposal to the chair and second member via a teleconference scheduled with the Office of Student Research Support (OSRS). For more information on this step, see your *Thesis Guidebook* and visit the Walden Research Center Web page, and under "Student Oral Presentations" click on "Arrange a Conference Call."
IRB Approval	Walden's Institutional Review Board (IRB) reviews each study conducted by Walden students to determine if the anticipated benefits of the study outweigh risks associated with participation in it. For more information on the IRB approval process, consult the Institutional Review Board Web page.
Completion of Thesis	Following IRB approval, students collect, analyze, and report their findings, and complete the remaining chapters or sections of their thesis.
Completed Thesis URR	Once the chair is satisfied that the abstract and full thesis meet all of the requirements specified in the appropriate rubric, the chair will submit the thesis for review. For instructions on submission of a completed capstone for URR, visit the Thesis

	Process page and download the document "URR Steps for Thesis Students."
Form and Style Review	Upon approval of the completed thesis by the student's URR reviewer, the document will be submitted to a Form and Style (F&S) editor for an F&S Review, a final check for errors in APA style, spelling, grammar, punctuation, and related issues.
Complete Thesis Oral Conference	Following F&S approval, the student will present the thesis to the chair via a teleconference scheduled with the OSRS. The oral conference is a formal discussion of the scholarly content of the thesis followed by an evaluation of the student's thesis. For more information on this step, see your *Thesis Guidebook* and visit the Walden Research Center Web page, and under "Student Oral Presentations" click on "Arrange a Conference Call."
Final URR Review	After successful completion of the oral and committee approval of the thesis, the chair forwards the final document along with the consensus rubric to the URR reviewer for review while copying thesis@waldenu.edu. At this time, the URR reviewer conducts a final review to make sure all methodological, content, and writing issues have been addressed. *In addition, the URR reviewer reviews the abstract to make sure it meets university guidelines.*
Chief Academic Officer Review	When approval from the URR reviewer has been received, the OSRS will send the abstract of the thesis to the university Chief Academic Officer (CAO) or designate. Upon CAO approval, the thesis is officially completed.

Dissertation or Doctoral Study

Doctoral Committee Member Roles and Functions

Faculty members in Walden University doctoral programs who accept the duty of serving on a dissertation or doctoral study committee assume a dual responsibility of high importance. One part is service to their students; the other is service to the academic practice, discipline, and professional field to which the dissertation is related. For the first part, expectations concerning the faculty service to be performed are determined by students' needs, and by university academic policy pertaining to how these needs are to be addressed. For the second, expectations are set both by university academic policy and by policies and practice that frame acceptable work in the discipline and professional field at large.

The committee's guidance to students will be "team advice." Any written dialogue between a student and a committee member is shared within the committee. Committee members recognize that issues may be controversial, divide opinions, or otherwise cause disagreement. When conflicts arise, the committee members are obligated to restrict the discussion to only other committee members and the committee chairperson, to avoid involving students in disputes or disagreements among themselves. The committee chairperson will act as an arbitrator to resolve the situation and obtain a consensus.

Walden intends that dissertation/doctoral study committee members work as a team, directly guiding students through the proposal, research and analysis, and ultimately the final oral presentation. Although the committee members are expected to support and facilitate students' progress through their doctoral capstone project, students are ultimately responsible for preparing a dissertation/doctoral study that meets the rigors of academic excellence.

Required Roles in Walden Doctoral Committees

All Walden dissertation/doctoral study committees will be composed of three members: 1) a chair, 2) a second member, and 3) a University Research Review (URR) reviewer.

3. **Chair**

The committee chairperson leads the committee members as they work with students on their doctoral capstone projects. As a result, they are primarily responsible for ensuring that such projects meet all of Walden's requirements including those pertaining to content coverage, methodology, research ethics, and form and style. Moreover, they are responsible for making sure that the work of committee fulfills expectations of service to the student, the academic discipline(s), and professional field(s) of practice involved. Chairs must lead, monitor, coordinate, and assess the progress of the capstone research from start to finish.

In order for the chair to provide effective leadership of capstone committees, committee members must individually apprise the committee chairperson of their respective expertise, if not already known or any special knowledge that they may be able to contribute to the student's capstone project. Committee members must contact the committee chairperson before beginning to work with students.

Chairs must be from the program in which students are enrolled, with further specificity required from some schools. Students are expected to confirm with their advisor and/or their proposed chairperson that he/she is indeed eligible to serve in that role.

4. **Second Member**

Collaborates with chair throughout capstone completion process to provide overall guidance about the acceptability of the capstone taking into account:
- Walden capstone rubric requirements
- Norms of program and profession
- Form and style requirements

In addition, between the chair and the second member, the following functions must be fulfilled. The functions may be split between these two members, or the chair or second member could perform both roles.

Methodology Expert

- Provides feedback to student on the following:
  - Proposed research design including appropriateness for addressing the problem statement and research questions or for testing stated hypotheses
  - Selection of specific methodology
  - Selection of a sample of appropriate characteristics and size
  - Oversee implementation of the selected methodology, assuring compliance with the following:
    - Program/professional norms
    - Generally accepted ethical and moral principles regarding human subjects
- Provides constructive criticism about the following:
  - Data collection and analysis
  - Presentation of the data and the conclusions drawn from the analyses

Content Expert
- Assists students with the following:
    - Conceptualizing the research issues
    - Preparing a literature review that provides a comprehensive summary of current knowledge and identifies the gap therein
    - Identifying all variables and potential relationships
    - Articulating a clearly defined research question
    - Establishing the significance of the topic and the potential of the study to contribute to positive social change
- Provides feedback on the following:
    - Degree to which assumptions and limitations impact upon the research conclusions
    - Comprehensiveness of the literature review and theoretical base of the study (if appropriate)
    - Potential for research outcomes to contribute to positive social change
    - Overall significance of the research findings or outcomes

5. **University Research Review (URR) Reviewer**

Overview of Process

The University Research Review (URR) process is the quality control mechanism for capstone research at Walden University. The goal of URR is to facilitate quality student research through a supportive environment of committee members dedicated to a collaborative enterprise. Below are a description of the URR review role and the URR reviewer assignment process.

The Role of URR Reviewers

The specific role of this committee member will be to collaborate with student, chair, and second member immediately prior to defense of proposal and prior to the final oral defense, and to perform a final review of the completed study to provide a consistent and reliable mechanism for quality management of student research including the following:
- Insuring the maintenance of a high level of integrity in the research students' produce
- Facilitating a level of consistency in the application of university research standards
- Providing timely and substantive feedback that is within the defined scope of the URR reviewer role:
    - The defined scope includes feedback related to theoretical, methodological, analytical, and organization content. URR reviewers use the capstone rubric as their means for providing feedback on submissions.
    - The defined scope does not include minor form and style and ethical issues; however, URR reviewers are instructed to alert students to such issues when they come across them. On occasion they may make mandatory referrals to the Writing Center or the Institutional Review Board for advice, on such issues.
- Determining if the proposal or research study is ready for advancement to the next milestone in the process. URR reviewer approval, expressed through scores and comments entered in the appropriate capstone rubric, will be a prerequisite for conducting oral defenses of the proposal and completed capstone, as well as for submitting the abstract to the CAO for final approval.

6. **External, Non-Walden Dissertation/Doctoral Study Committee Member**

In some rare cases, the committee chairperson may conclude that special expertise is needed to appropriately mentor or evaluate a specific aspect of a student's research topic. In such instances, an external fourth member may be added to the committee. The qualifications of this member shall include all of the following:

- Expertise on the research topic, not otherwise available within the Walden faculty
- Possession of the highest academic degree awarded in the field
- A record of publications in scholarly journals closely associated with the topic area
- A record of guiding the development of doctoral dissertations in the topic area
- Evidence of current, active involvement in research related to the topic area

A request for such a member must be accompanied by a copy of the proposed member's CV, and a letter from the student including all of the points above. An external member of a dissertation/doctoral study supervisory committee has the same rights and responsibilities as any other member. Review and approval of a non-Walden member nominated to a dissertation/doctoral study supervisory committee is in the purview of the program chair and/or dean of the student's program. Nomination of such a member is initiated by the student, approved by the committee chairperson, and then evaluated by the program chair, who determines if the request shall be approved.

For more information on the specific responsibilities of each capstone committee member at each point in the capstone completion process, visit the Walden Research Center Web page and see "URR Steps for Dissertation/Doctoral Students."

Selection and Appointment of Committees

Chairs and Second Members

Ph.D. Committees: Chairs and committee members in Ph.D. programs will be selected by students with assistance from their program and the Center for Research Support's (CRS) Office of Student Research Support (OSRS).

After identifying a chair and a second member willing and able to serve in those roles, Ph.D. students must have their committees approved. This requires the student to complete the *Request for the Appointment of the Dissertation Supervisory Committee* form. Visit the Dissertation Process Web page and select *Committee Nomination* form and submit it to the Office of Student Research Support (OSRS) (research@waldenu.edu).

The university processes all *Request for Appointment of the Dissertation Supervisory Committee* forms within one week of receipt. The program chair of the school makes the final determination on committee appointments. His/her approval will be processed in 10 business days or less. Students may not submit proposal drafts to nominated committee members until the committee has been officially approved. The OSRS will notify students when their committee is approved.

Ed.D. Committees: Students in the Ed.D. program will have chairs and committee members appointed for them. Prior to the start of Semester 7, the faculty coordinator (Ed.D.) will assign each student a committee, and alert the graduate student services coordinator of the committee's approval. The graduate student services coordinator will then email the student and all committee members of the approval status, and include information regarding the next steps of the doctoral study process. The effective date of students' committee will be communicated in this email.

For information on changing one's chair or second member after a committee is approved, consult the *Dissertation Guidebook* or the *Doctoral Study Guidebook*.

URR Reviewer

University Research Review reviewers will be assigned upon completion of the master's thesis in the following manner:

1. The URR reviewer assignment process will be conducted by the Office of Student Research Support. Send correspondence to thesis@waldenu.edu.

2. A URR database of reviewers' content and methodology expertise will be maintained by the OSRS to help facilitate the matching process.

3. The student (with a copy sent to the committee chair) will submit the prospectus or a URR Assignment Form (for students in the transition phase between Academic Review and University Research Review who do not have an updated prospectus) that will specify the content, methodology, and statistical analysis plan the student anticipated for the project. Using the prospectus or the information entered in the URR Assignment Form, the OSRS will assign a URR reviewer to the committee.

4. The focus of the match will primarily be based upon research design/methods (qualitative, quantitative, mixed-methods), rather than subject matter, because the focus of the input provided by this committee member will be on issues such as methodology, data analysis, use of primary sources, organization, and so on, that transcend topic areas. Subject-matter feedback will be provided by the content expert of the committee.

5. All URR reviewers must meet approved requirements for serving in this capacity and must complete the university's URR Orientation Module.

6. Should the focus of a student's project change to a methodology with which the assigned URR reviewer is not familiar, a new URR reviewer can be assigned to the committee at the request of the student, the chair, or the URR reviewer.

Doctoral Capstone Completion Process

Once a student's committee has been formed and approved, all students enrolled in a Walden University doctoral program will proceed through the following steps as they complete their capstone:

Step	*Items to Be Completed*
Prospectus	The prospectus is a brief document (approximately 1,000 words in length) that provides preliminary information about a student's doctoral capstone project. In some programs this document is completed in a required course, while in others it is completed under the guidance of the committee chair. The specific content and format of this document also varies across programs. For more information consult our <u>Dissertation Process</u> page.
Proposal	The proposal is comprised of the first three chapters of a dissertation or the first three sections of a doctoral study along with the reference list. These chapters establish the rational for conducting the study and describe the design and methodology it will utilize.
Proposal University Research Review	Once the chair and second member are satisfied that the first three chapters of the capstone meet all of the requirement specified in the appropriate rubric (see the <u>Ed.D. Doctoral Study Documents page</u> or the <u>Dissertation Process</u> page and click on "Dissertation Rubric"), the chair will submit the proposal for review. For instructions on submission of a proposal for URR, see the <u>Walden Research Center</u> page and download the Proposal Approval form. The student's URR reviewer will review the proposal using the capstone rubric, and will either approve the proposal, which enables the student to set up an oral conference, or return the proposal with a set of required revisions.
Proposal Oral Conference	Following URR approval, the student will present the proposal to the chair and second member via a teleconference scheduled with the Office of Student Research Support (OSRS). For more information on this step, see the <u>Walden Research Center</u> Web page, and under "Student Oral Presentations" click on "Arrange a Conference Call."
IRB Approval	Walden's Institutional Review Board (IRB) reviews each study conducted by Walden students to determine if the anticipated benefits of the study outweigh risks associated with participation in it. For more information on the IRB approval process, consult the <u>Institutional Review Board</u> Web page.
Completion of Doctoral Capstone	Following IRB approval, students collect, analyze, and report their findings, and complete the remaining chapters or sections of their capstone.
Completed Capstone URR	Once the chair and second member are satisfied that the abstract and full capstone meet all of the requirements specified in the appropriate rubric, the chair will submit the complete document for review. For instructions on submission of a completed capstone for URR, see the <u>Walden Research Center</u> page and download the URR Request form
Form and Style Review	Upon approval of the completed capstone by the student's URR reviewer, the document will be submitted to the Writing Center for a Form and Style

	(F&S) Review, a final check for errors in APA style, spelling, grammar, punctuation, and related issues.
Dissertation/Doctoral Study Oral Conference	Following F&S approval, the student will present the complete capstone project to the chair and second member via a teleconference scheduled with the OSRS. The oral conference is a formal discussion of the scholarly content of the capstone followed by an evaluation of your paper. For more information on this step, see the Walden Research Center Web page, and under "Student Oral Presentations" click on "Arrange a Conference Call."
Final URR Review	After successful completion of the oral and committee approval of the final capstone project, the chair forwards the final document along with the consensus rubric to the URR for review while copying research@waldenu.edu. The OSRS will submit a copy of the F&S review to the URR. At this time, the URR conducts a final review to make sure all methodological, content, and writing issues have been addressed. *In addition, the URR reviews the abstract to make sure it meets university guidelines.*
Chief Academic Officer Review	When approval from the URR has been received, the OSRS will send the abstract of the dissertation or doctoral study to the university Chief Academic Officer (CAO) or designate. Upon CAO approval, the thesis is officially completed.

Final Projects

B.S. in Instructional Design and Technology ePortfolio

As a B.S. in Instructional Design and Technology degree requirement, students must complete an ePortfolio. This ePortfolio will include assignments that align with required program outcomes and will be submitted and evaluated throughout the students' program. Students will not receive their B.S. in Instructional Design and Technology degree until the ePortfolio has been completed and approved. Should any submitted portfolio artifact be judged as one that "needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students' permanent records at Walden University.

Components of the ePortfolio
- Culminating capstone project
- Portfolio sections based on the B.S. in Instructional Design and Technology program outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome *(optional)*

Master of Healthcare Administration ePortfolio

As a final Master of Healthcare Administration degree requirement, students must complete an ePortfolio. This ePortfolio will include specific assignments that align with required program outcomes and will be

submitted and evaluated when students complete the program. Students will not receive their Master of Healthcare Administration degree until the ePortfolio has been submitted and approved. Should a submitted portfolio be judged as one that "needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students' permanent records at Walden University.

Components of the ePortfolio
- Culminating capstone project
- Portfolio sections based on the Master of Healthcare Administration program outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome (*optional*)

Master of Public Health ePortfolio

As a final Master of Public Health (MPH) requirement and in order to synthesize the practicum experience and the accompanying learning, students are required to satisfactorily complete an ePortfolio based on their field experience. The final ePortfolio must report elements of the practicum (outlined in PUBH 6636) and reflect proper completion of all products listed in the Learning Agreement document. Students must have instructor approval of the ePortfolio in order to graduate. The ePortfolios are filed as part of students' permanent records at Walden University.

Components of the ePortfolio
- Description of the practicum experience
- Product descriptions and artifacts for each product of the Learning Agreement
- Reference Section (references used in developing materials for the practicum)
- Essential documentation (student résumé, timesheets, preceptor portfolio completion sign-off)

Master of Science in Nursing (MSN) ePortfolio

As a final Master of Science in Nursing (MSN) degree requirement, students must complete an ePortfolio. This ePortfolio will include specific assignments matching each required program outcome and will be submitted and evaluated when students complete the program. Students will not receive their MSN degree until the ePortfolio has been submitted and approved. Should a submitted portfolio be judged as one that "needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students' permanent records at Walden University.

M.S. in Clinical Research Administration ePortfolio

As a final M.S. in Clinical Research Administration degree requirement, students must complete an ePortfolio. This ePortfolio will include specific assignments that align with required program outcomes and will be submitted and evaluated when students complete the program. Students will not receive their M.S. in Clinical Research Administration degree until the ePortfolio has been submitted and approved. Should a submitted portfolio be judged as one that "needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students' permanent records at Walden University.

Components of the ePortfolio
- Culminating capstone project

- Portfolio sections based on the M.S. in Clinical Research Administration program outcomes

- Portfolio artifacts and rationale statements for each outcome in the specialization

- Supplementary evidence to document having met an outcome *(optional)*

M.S. in Education ePortfolio

As a final M.S. in Education degree requirement, students must complete an ePortfolio. This ePortfolio will include specific assignments matching each required program outcome and will be submitted and evaluated when students complete the program. Students will not receive their M.S. in Education degree until the ePortfolio has been submitted and approved. Should a submitted portfolio be judged as one that "needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students' permanent records at Walden University.

Components of the ePortfolio
- Program Outcomes Essay

- Portfolio sections based on the M.S. in Education General Outcomes and specialization outcomes.

- Portfolio artifacts and rationale statements for each outcome in the specialization

- Supplementary evidence to document having met an outcome *(optional)*

M.S. in Health Informatics Scholarly Project

All M.S. in Health Informatics students must successfully complete HINF 6960 in their last semester. The course provides an opportunity for students to synthesize the practicum experience and the accompanying learning. Students will also complete an ePortfolio based on their field experience, as well as a substantive written scholarly paper or project.

M.S. in Instructional Design and Technology ePortfolio

As an M.S. in Instructional Design and Technology degree requirement, students must complete an ePortfolio. This ePortfolio will include assignments that align with required program outcomes and will be submitted and evaluated throughout the students' program. Students will not receive their M.S. in Instructional Design and Technology degree until the ePortfolio has been completed and approved. Should any submitted portfolio artifact be judged as one that "needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students' permanent records at Walden University.

Components of the ePortfolio
- Culminating capstone project

- Portfolio sections based on the M.S. in Instructional Design and Technology program outcomes

- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome *(optional)*

Master's Thesis

The final phase of study for some Walden master's students begins with the preparation of a thesis proposal, which is then followed by the execution of a research study or, more commonly, a comprehensive critical literature review with a proposed research design. Walden does not favor any particular research approach or methodology, but does require that the thesis reflect a high level of conceptual manipulation and contribute original knowledge to the field. Through the thesis, students demonstrate their knowledge of research design and their ability to interpret research findings, both orally and in writing.

For more details about the thesis, refer to <u>Thesis Process</u> portion of the <u>Walden Research Center</u> Web site.

Thesis Timing

Master's students who want to graduate in a specific quarter must plan their program carefully as follows or their graduation date will be delayed:

- Begin planning for program completion at least 13 months in advance of the anticipated graduation date
- Follow the thesis sequence and meet all deadlines for submitting forms and information

Students need to complete the process by the close of business (5 p.m. Central time) on the final business day of the quarter in which they intend to graduate. Completing the process means that the thesis has received final approval from the chief academic officer of the university.

Note on commencement deadlines: Students who want to participate in the summer commencement ceremony must have their thesis approved by the chief academic officer no later the last business day of the spring quarter. Students who want to participate in the winter commencement ceremony must have their thesis approved by the chief academic officer no later than the last business day of the fall quarter.

Registering for Thesis Credits

Registration for COUN/PSYC 6390 or PUBH 6610 takes place during the regular course registration period. The completion of the thesis occurs in an online classroom, and weekly participation in the class is required. Students in PSYC/COUN 6390 must register for the section corresponding with their thesis chair. They are then registered automatically for PSYC/COUN 6390 in accordance with the sequence prescribed by their Program of Study for a minimum of 6 credits per term until the thesis is formally approved by the chief academic officer.

Ed.S. in Administrator Leadership for Teaching and Learning; Ed.S. in Teacher Leadership Capstone Project

The capstone concludes the Education Specialist (Ed.S.) program by providing a practical application of students' learning. Working in a consultative role as a school or district professional, the student will engage in a real-world problem-solving project within their work environment. The capstone will consist of 1) identifying an issue of concern, 2) conducting a scholarly review of literature, 3) analyzing the literature and articulating how valid and reliable research findings (from the literature review) address the issue of concern, 4) composing scientific research-based interventions or recommendations that address the issue of concern, 5) reflecting on the capstone project.

Note: *Students should see the Education Specialist (Ed.S.) Program Guide for full information on the capstone project and process.*

Ed.S. in Educational Technology Capstone Project

The capstone for the Education Specialist (Ed.S.) in Educational Technology is a summative assessment of the program in which students develop a practical technological solution to a real-world problem in their workplace. The capstone will consist of (1) identifying a technological issue of concern, (2) conducting a scholarly review of literature, (3) analyzing the literature and articulating how valid and reliable research findings (from the literature review) address the issue of concern, (4) composing scientific research-based technological interventions or recommendations that address the issue of concern, and (5) reflecting on the capstone project.

Specifically, students will identify an issue within their own work environment that is caused by technology, or that can be resolved by technology. A review of the research will help identify scholarly work that explains or addresses that issue. From there, students will summarize the research on the issue and propose a solution in the form of draft recommendations for the school or district, including proposed recommendations for the formative and summative assessment of the project, and a plan to sustain its implementation.

D.B.A. Doctoral Study

In the doctoral study, students demonstrate mastery of the knowledge and skills that will be required for their continuing careers as business and management leaders. The doctoral study, which is the culminating paper of the Doctor of Business Administration (D.B.A.) program, is a scholarly response, based in research and theory, to a business-related problem.

At a more detailed level, the doctoral study is grounded in scholarly content, includes a problem definition, reviews previous literature, and provides theoretical perspectives. It is guided by rubrics and supportive of practitioner-researchers' development. It is required to address Walden's social change mission, adhere to all Walden guidelines and processes, and demonstrate doctoral-level work in command of writing and APA style, critical thinking, and competence in research design.

The doctoral study includes the following sections:
- Section One: Foundation for the Study

- Section Two: The Project
- Section Three: Applications to Professional Practice and Implications for Changes

Doctoral Study Timing

All doctoral students beginning their D.B.A. program will take DDBA 8005 Foundations for Doctoral Business Administration Studies. By the end of the Foundation course, students develop both a Program of Study (documenting their expected transfer of credit and choice of specialization) and a Professional Development Plan (documenting the professional goals they bring into the program and the ways in which they anticipate the program will help to achieve them). Doctoral students who want to graduate in a specific semester must plan their program carefully during the development of their Professional Development Plan.

During each phase of the doctoral program, students will be working toward their final deliverable—the doctoral study.

Doctoral Study Courses

The D.B.A. program offers two distinct doctoral studies courses:

- Writing the Prospectus
- Doctoral Study Completion

DDBA 8990 Writing the Prospectus Course

This 4-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the solution of the problem.

Besides serving as the key activity and basis for assessment in this course, the prospectus serves as a "marketing document" used in the assignment of a mentor/committee chair for the student's doctoral study. The matching/assignment process should be completed within a short time after the completion of this course. Ideally, the rest of the student's committee members (described below under Doctoral Study Completion Course) are engaged at the same time; at the latest, they must be engaged before the student's doctoral study proposal is submitted for their approval.

At this stage, the doctoral study prospectus is also submitted for University Research Review (URR) for review. If the reviewer finds the prospectus inadequate, the student must revise it to the reviewer's satisfaction. This revision cycle does not preclude the student's further progress in courses, but it must be completed before the student can submit a doctoral study proposal to the committee for review.

DDBA 9000 Doctoral Study Completion Course

The final two or three semesters of the D.B.A. program are dedicated to the doctoral study. Once students initially register for DDBA 9000, with their supervisory committee chair, they will be continuously enrolled in the same course until the doctoral study is formally approved by the chief academic officer.

The 4-credit DDBA 9000 Doctoral Study Completion Course is taken as many times as needed to complete the degree (typically a minimum of five terms). Students must achieve two milestones. First, they create a doctoral study proposal, expanding the concepts established in the doctoral study prospectus and further developing the sections that will eventually become the doctoral study. This proposal is subject to committee approval, followed by anonymous University Research Review (URR), which could potentially return the proposal for further revision and re-approval by the committee.

Subsequent to university-level approval, students must submit the correct forms to the Institutional Review Board (IRB) before beginning their field research. Upon receiving IRB approval, students carry out their field research, develop their proposed solution/implementation plan, and develop a suitable assessment plan.

For the second milestone, students prepare the three-section doctoral study. The doctoral study is subject first to committee review and University Research Review (URR), then to oral examination. The D.B.A. degree is awarded upon successful review at both levels. Please see the Walden Research Center Web site for further details of the review processes.

Registering for Doctoral Study Credits

Registration for doctoral study credits (DDBA 9000) takes place during the regular course registration period. Students earn a total of 20 semester credits for the doctoral study. Additional semesters needed for completion of the doctoral study do not earn credit.

For more details about the doctoral study, refer to the doctoral study portion of the Walden Research Center Web site and the Doctoral Research Sequence of this *Walden University Student Handbook*.

Ed.D. Capstone: Project Study

The doctoral capstone demonstrates a student's skill and ability to examine, critique, research, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In this sense, the Ed.D. capstone is not a traditional doctoral dissertation; rather, the project study aims directly at the improvement of educational practice in the day-to-day environments where teacher-leaders work. The project study provides the teacher-leader with a new product to improve teaching or learning in a designated community of practice. The project study is context-based within the organizational setting and linked to social change.

For more details about the doctoral study, refer to the doctoral study portion of the Walden Research Center Web site and the Doctoral Research Sequence of this *Walden University Student Handbook*.

Doctoral Study Timing

Doctoral students who want to graduate in a specific semester must plan their program carefully as follows or their graduation date will be delayed:

- Begin planning for program completion at least 28 months in advance of the anticipated graduation date

Students need to complete the process by the close of business (5 p.m. Central time) on the final business day of the semester in which they intend to graduate. Completing the process means that the doctoral study has received final approval from the chief academic officer of the university.

Note on commencement deadlines: Students who want to participate in the summer commencement ceremony must have their doctoral study approved by the chief academic officer no later the last business day of the spring semester. Students who want to participate in the winter commencement ceremony must have their doctoral study approved by the chief academic officer no later than the last business day of the fall quarter.

Registering for Doctoral Study Credits

The final two semesters of the Ed.D. program are dedicated to the doctoral study. Registration for doctoral study credits (EDAD/EDUC 8090) takes place during the regular course registration period. Once students initially register for 8090, with their supervisory committee chair, they are automatically registered for the course until the doctoral study is formally approved by the chief academic officer. Students earn a total of 12 semester credits (i.e., 2 semesters of 6 credits per semester) for the doctoral study. Additional semesters needed for completion of the doctoral study do not earn credit.

Dissertation

The final phase of study for Walden Ph.D. students begins with the preparation of a dissertation proposal, which is affirmed in an oral presentation and then followed by the execution of a research study. Walden does not favor any particular research approach or methodology, but does require that the dissertation reflect a high level of conceptual manipulation and contribute original knowledge to the field. Through the dissertation, students demonstrate their knowledge of research design and their ability to interpret research findings, both orally and in writing.

For more details on the dissertation, refer to the Dissertation Process page at the Center for Research Support.

For help writing the dissertation, visit the online Walden Writing Center.

Dissertation Timing

Doctoral students who want to graduate in a specific quarter must plan their program carefully as follows or their graduation date will be delayed:

- Begin planning for program completion at least 13 months in advance of the anticipated graduation date
- Adhere to the recommended timing for submitting forms and information

The dissertation process requires Ph.D. students to participate in a learning platform classroom. Students need to complete the process by the close of business (5 p.m. Central time) on the final business day of the quarter in which they intend to graduate. Completing the process means that the dissertation has received final approval from the chief academic officer of the university.

The following table can be used to plan the final months of the dissertation process, based on the quarter in which the student intends to graduate.

Quarter of Intended Graduation	Submission to Form and Style	Dissertation Oral Presentation	Final Dissertation and Rubric Submitted	Abstract Submitted for Chief Academic Officer Review
Spring	March 1	March 15	April 1	May 1
Summer	June 1	June 15	July 1	August 1
Fall	September 1	September 15	October 1	November 1
Winter	December 1	December 15	January 1	February 1

Note on commencement deadlines: Students who want to participate in the summer commencement ceremony must have their dissertation approved by the chief academic officer no later than the last business day of the spring quarter. Students who want to participate in the winter commencement ceremony must have their dissertation approved by the chief academic officer no later than the last business day of the fall quarter.

Registering for Dissertation Credits

Students enrolled in a KAM-based program (AMDS, EDUC, HLTH, HUMN, or PPPA) will automatically be placed in SBSF 7100 Research Forum with the chair of their dissertation committee. They will remain registered in SBSF 7100 for the duration of their dissertation process. The registrar's office will assign all 30 dissertation credits when the final academic audit is complete.

Students enrolled in a course-based program (PSYC or PUBH) must register for a total of 30 dissertation credits. Registration for dissertation credits takes place during the regular course registration period. Once students initially register for the dissertation course (PSYC/PUBH 9000), they are automatically registered for the course until the dissertation is formally approved by the chief academic officer. Students who have an approved dissertation supervisory committee may register for dissertation credits during any quarter in which they are working on the proposal and dissertation. Students who have only a committee chair may register for the dissertation course, but they will not be able to submit their proposal for review until they have an approved committee.

Student Support Services

Academic Advising Team

Academic advisors work as a team to help ensure an inspiring and enriching experience for every student, every day. Advisors help ensure that new students are able to successfully acclimate to the Walden University environment and that continuing students are consistently engaged as active scholar-practitioners.

Advisors collaborate with academic leadership, student support teams, and operational groups within the university to manage student expectations, facilitate student issues, and help ensure that students are successfully completing their programs.

Additionally, they provide developmental advising to assist students with academic planning, clarification of academic and university policies, and monitoring of each student's degree progress. Academic advisors work closely with faculty members to support the satisfactory progress of students and to assist in resolving academic issues for students and faculty members.

Academic Advising can be reached by dialing 1-800-WALDENU (1-800-925-3368). Advisors are available Monday through Friday, 7 a.m. to 7 p.m. Central time.

Admissions

The Office of Admissions tracks students who need to satisfy their conditional admission status. The admissions staff members also complete transfer-of-credit evaluations for students before and during matriculation of their programs.

The Office of Admissions can be reached at 1-877-588-5595.

Alumni Relations

The Office of Alumni Relations strives to foster an established and lasting relationship between Walden University and its alumni by providing enhanced communications, professional development, benefits and services, and volunteer opportunities, to produce lifelong learning opportunities, sustain communication, and foster a community dedicated to social change.

For more information, students can contact the alumni office at alumniassociation@waldenu.edu or 1-877-235-3561.

Bursar

The Office of the Bursar responds to questions on tuition and billing and handles student loan disbursement and refunds.

- Email: bursar@waldenu.edu.
- Phone: 1-800-444-6795.

Center for Research Support

The Center for Research Support is a valuable resource for both students and faculty members, providing assistance with various aspects of their research. Its mission is to align, maintain, integrate, and enrich those activities that contribute to the quality and productivity of Walden University research. In so doing, it serves the university community by supporting high standards in ethics, scientific rigor, and the dissemination of knowledge in the interest of positive social change. Its primary role is to formulate, coordinate, and oversee processes supporting student research capstones. Additionally, it provides services that support other faculty and student research activities conducted under the auspices of the university through

- Assisting in the pursuit of grants, fellowships, and other sources of funding for students' research projects

- Providing resources for publishing and presenting students' research

- Constructing guidelines and rubrics for developing a thesis and a dissertation

- Facilitating access to the Institutional Review Board (IRB), which is responsible for ensuring that Walden research complies with the university's ethical standards and federal regulations.

The Center for Research Support provides guidelines, progress flowcharts, forms, and sample projects to assist students in planning and conducting their research. In addition, this site provides information on research grant opportunities and other resources related to data collection, data analysis, and publication of results.

The Center for Research Support operates through three offices:

- **The Office of Student Research Support** is dedicated to helping doctoral and master's students with their final research project (i.e., thesis, dissertation, doctoral study). This office coordinates the basic steps of the research project process through all its stages, including assembly of the committee, approval of the proposal, setup of the oral conference, and submission of the thesis, dissertation, or doctoral study for its final academic review.

- **The Office of Research Integrity and Compliance** is the home of Walden's Institutional Review Board (IRB). All IRB applications are submitted to this office, where they are processed and submitted to IRB members for review. This office is also responsible for managing Walden's online Research Participant Pool, which is a means for providing students and faculty with access to Walden students for participation in Web-based research projects and ensuring that research is in compliance with IRB requirements and federal regulations.

- **The Office of Faculty Research and Sponsored Programs** assists students and faculty in obtaining both internal and external grant-supported funding for their research.

Center for Student Success

The Center for Student Success provides student services that support the academic and professional growth of Walden University students. These services foster degree completion and engage students in learning communities through student-centered programs and services.

Library

The Walden University Library is a fully online library. Walden's librarians help students, by phone and on the Web, to identify, locate, and obtain scholarly materials. They also work with students to improve their search skills in the electronic information environment.

Accessible through the Walden Library Web site and also through each student's myWalden university portal, the library contains many tutorials and handouts to help students make the best use of the library and their time.

To contact the library

- Email via an online form: Ask A Librarian
- Phone: 1-800-930-0914
- Fax: 1-612-338-5092

Electronic Resources

The Walden University Library provides a number of electronic scholarly resources for students' use. The library contains more than 14,000 electronic books and more than 28,000 full-text journals. Thoreau, the library's catalog, searches across all of the library's resources. The library's more than 43 databases focus on disciplines covered by Walden degree programs and include the following:

- ABI/Inform Global
- Berkeley Electronic Press Journals
- CINAHL Plus with Full Text
- Communication and Mass Media Complete
- DSM-IV and American Psychiatric Association Journals
- Education Research Complete
- ERIC
- Health Source: Nursing/Academic Edition
- MEDLINE
- Mental Measurements Yearbook
- OVID Nursing Journals
- PolicyFile
- ProQuest Criminal Justice Periodicals
- ProQuest Dissertations and Theses with Full Text
- ProQuest Nursing Journals
- PsycINFO
- SAGE Journals
- Science Direct
- SocIndex with Full Text

In addition, full-text access is offered to almost 50 journals published by the American Psychological Association through PsycARTICLES. The university also provides access to three large predominantly full-text databases: Academic Search Premier and ProQuest Central, both multidisciplinary databases, and Business Source Premier. Librarians are prepared to assist students in the use of these resources.

The Walden library also subscribes to eBrary, PsycBOOKS, and Safari Books Online. Electronic books are immediately available on students' desktop, and many of them have built-in functionality for bookmarking, highlighting, and note-taking.

Document Delivery Service

Walden University students can request articles and copies of book chapters not available in the Walden library. Articles are delivered at no cost to students electronically through a password-protected Web site. The document delivery service supports the work of doctoral students and master's students with research-intensive needs. For the detailed policy regarding document delivery, see our Document Delivery page on the Walden Library Web site.

Reference Service

The Walden Library provides reference service via phone (1-800-930-0914) and online Web mail form. Reference hours (Eastern time) are

- Monday–Thursday: 8 a.m. to 1 a.m.
- Friday: noon to 6 p.m.
- Saturday–Sunday: noon to 1 a.m.

The Walden librarians are available to assist you with your research questions, help you find articles in the Walden databases, suggest resources, and formulate search strategies. They also create tutorials you can use to learn more about the Walden library and hold quarterly webinars that can help you improve your searching skills.

Library Access

The library works with the Disabilities Office to provide materials for students with disabilities. See our policy on library access.

Writing Center

The Walden University Writing Center is dedicated to helping graduate students become better writers by providing exemplary writing instruction, feedback, and resources for students and faculty, with the goal of increasing student retention and improving the quality of Walden research.

The Writing Center offers courses, tutoring, tutorials, handouts, residency presentations, editorial assistance, sample papers, and links to some of the best writing resources available on the Web.

The center offers a staff of dissertation editors and writing consultants to help students better understand the academic writing process and offer constructive and positive feedback to improve student writing.

University faculty members also have access to the Writing Center's resources, to help their students achieve progress as writers and researchers.

Undergraduate Tutoring

Walden University offers free tutoring for undergraduate students to refresh their skills or to get support in a new subject area. Walden partners with an award-winning tutoring service to connect undergraduate students with professional, trained tutors.

Academic resources include

- Certified tutors available 24 hours a day, 7 days a week
- Live, online tutoring in such areas as math, science, accounting, and statistics
- An online writing lab that offers detailed critiques to help strengthen writing skills

Student Success Courses

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

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

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

Courses include

- Skills for Academic Integrity
- Introduction to Statistics and Applied Research Methods
- A Practical Course in APA Style
- Critical Thinking and Logic
- Communications and Teamwork in a Global Society
- Graduate Writing for Non-Native English Speakers
- Writing a Literature Review

Most courses are available to master's and doctoral students in both quarter-based and semester-based programs. Students enrolled in bachelor's programs may take A Practical Course in APA Style and Skills for Academic Integrity. Course length varies depending on the program and specific course. Descriptions of all Student Success courses appear in the *Walden University Catalog*.

Academic Integrity and Student Affairs

The Academic Integrity and Student Affairs unit provides interpretation and clarification of the student responsibilities associated with the Code of Conduct. The associate director of Academic Integrity and Student Affairs provides general support and assistance relating to academic integrity and conduct issues to both students and faculty.

One key component of this area is to develop, review, and implement university policies and procedures relating to academic integrity and student conduct.

Working closely with the Walden ombudsperson to provide faculty members and staff with current policy and procedural information is essential to ensure equality and fairness for all students.

Academic Residencies

As part of the Center for Student Success, Academic Residencies coordinates all university residencies and answers questions related to academic residency policies, locations, dates, and reservation procedures.

Career Services

The mission of the Career Services Center is to provide Walden University students with information and advice to help them proactively manage their careers.

Students may access the online Career Services Center via the myWalden university portal.

In addition to the Walden Research Center Web site, a Career Services blog, and career-related webinars, the staff provides individualized advising via email and telephone counseling appointments.

Email: careerservices@waldenu.edu. Phone: 1-800-925-3368 (1-800-WALDENU), ext. 1399.

Note: Walden University does not provide placement services.

Student Assistance Program

Walden's Student Assistance Program offers students free and confidential counseling on a variety of personal and professional issues that may be affecting the quality of their learning experience. Experienced clinicians are available by phone 24 hours a day, 7 days a week.

Additional resources, including referrals and planning tools, can be found at GuidanceResources Online ; phone: 1-866-465-8942.

Note: **Students can find the Walden ID for this service on their** myWalden **university portal.**

Disability Services

Walden University is committed to providing students with disabilities equal access to all its programs and services.

To register with the Office of Disability Services and request accommodations for a disability, contact staff at disability@waldenu.edu.

Accommodations are determined, on a case-by-case basis, by the director of Disability Services after review of medical documentation.

Online Environment

Walden's online courses are created to be accessible to a universal audience from the original design, and present very few barriers requiring accommodations for students with disabilities. The online environment automatically provides notes to students who might otherwise require note-takers as an accommodation. It automatically allows students to choose the optimum time of day and distraction-free environment for testing that they might otherwise request as an accommodation in a land-based college.

The most common accommodations requested by students with disabilities taking Walden's online courses are "extra time" and "course materials in an electronic format":

- **Extra Time:** The weekly modular format provides the flexibility needed for most students with disabilities to schedule coursework and meet deadlines. Still, there are occasions when extra time is needed to accommodate limitations brought on by disabilities. In such cases, qualifying students are allowed extra time to complete assignments and tests. There is a limit to the amount of extra time allowed as an accommodation, and that limit is based on the essential components of the curriculum.

- **Course Materials in Alternate Format:** Students with vision loss or certain learning disabilities may use assistive technology to access their course materials. They require their texts in an electronic format so they can use computer software to have text read aloud or enlarged or adapted in a way that makes it accessible to them. Often, they have the choice of purchasing texts in an e-file but sometimes they do not; Disability Services arranges to have their books reformatted as an accommodation.

Face-to-Face Residencies

Many Walden programs have required face-to-face components, where students physically attend 4- or 6-day sessions, usually in hotel and/or conference center environments or in college campus environments.

For students with disabilities, who often have chosen an online university for the very purpose of avoiding the mobility and/or travel requirements of a land-based institution, the face-to-face component presents the only disability-related challenge requiring accommodation. Walden has a history of providing extensive accommodations at Walden Residencies to students registered with Disability Services. Some of the accommodations provided have included:

- Renting equipment, such as electric scooters for mobility or Hoyer lifts for transportation from wheelchair to bed or bath.

- Absorbing the extra-person housing cost of personal care attendants. (Walden cannot pay for the travel costs of someone accompanying a student to provide personal care, but may pay for that person's housing.)

- Coordinating arrangements with nearby dialysis centers.

- Hiring local service providers, such as sight guides, sign language interpreters, or captionists.

Documentation of disability and communication about accommodations is managed in a confidential manner, and only with the permission of the student.

Requesting Accommodations Based on Illness or Injury

Walden's online courses are designed to allow students ample time to complete assignments even during times of illness or injury. If students feel they have experienced an exceptionally challenging health issue that has impacted their ability to meet an assignment deadline or that has had major impact on their performance in a course, they may request that their instructor(s) consider offering them extra time*.

The instructor alone determines if any delay in submission is acceptable, whether or not explained by a medical issue. Faculty are to not solicit medical documentation from students but may ask that claims of medical or related sensitive issues impacting a student's ability to meet deadlines are verified by the university.

If so, submit medical documentation to disability@waldenu.edu with a request for an email verifying receipt of the documentation. Students are to include their name, student ID, course name and full course number, and name of the instructor. Faculty receiving unsolicited medical documentation from students are asked to avoid reading it and refer students to the above policy. Email attachments with medical documentation should be forwarded to disability@waldenu.edu and with originals retained to avoid mishandling of medical documentation. Do not send medical documentation directly to faculty.

*Be aware that accommodation status cannot be retroactively awarded. That is, accommodation status begins the day students receive official notification from the Office of Disability Services.

Financial Aid

The Office of Financial Aid tracks and processes applications for federal student aid and handles all questions relating to federal financial aid.

- Email: finaid@waldenu.edu.
- Phone: 1-800-444-6795.

Ombudsperson

Walden University has appointed a university ombudsperson to act as a resource for student concerns and policy issues as well as to assist in the academic appeals process. The ombudsperson serves as an objective party for the university, advocating for fairness. The job of the ombudsperson is to aid in the timely and impartial resolution of problems in a non-adversarial, non-litigious manner. Students are encouraged to consult the ombudsperson as a first resort when they are attempting to resolve issues informally or do not know where to address a problem or how to approach the appropriate person or committee.

The functions of the ombudsperson at Walden are to

- Listen carefully to student concerns

- Provide answers to student questions or to assist in finding someone who can analyze situations and identify and evaluate options for responding to them

- Explain university policies and procedures and their applications
- Carry complaints forward, if the complainant is unable to do so
- Advocate resolution of complaints based on fairness
- Recommend changes to current policy as appropriate to support the university values of quality, integrity, and student-centeredness.

The Walden ombudsperson observes the confidentiality of any and all parties involved in complaints and other concerns brought to him or her to the extent possible, insofar as it does not interfere with the institution's legal obligation or ability to investigate issues, or to take corrective action when it is found that misconduct has occurred. The ombudsperson will speak to relevant university representatives on a need-to-know basis in order to address any such concerns.

Students can contact the university ombudsperson at ombuds@waldenu.edu.

Registrar

The Office of the Registrar, which can be reached at 1-800-925-3368 (1-800-WALDENU) or reghelp@waldenu.edu , does the following:

For Student Records
- Maintains student education records for all students in all academic units at Walden University
- Issues student identification cards upon request and processes address, telephone, and name changes
- Processes and verifies student grades and issues grade reports upon request
- Audits the completion of degree requirements and issues diplomas
- Assists with completion of lenders' loan deferment paperwork
- Supports the academic units by processing requests for leaves of absence, withdrawals, reinstatement, and readmission
- Processes matters related to Veterans Affairs benefits and certifications
- Authenticates transcripts and fills requests for official and unofficial transcripts

For the Entire Walden Community
- Serves as the first stop for information for instructors, students, and staff
- Posts and maintains the university calendar
- Coordinates creation of courses and course sections, and ensures enrollment limits are set and maintained for all courses
- Responds to all inquiries concerning matters related to course registrations
- Provides information and guidelines for Family Educational Rights and Privacy Act (FERPA) compliance

For information on course registration policies, transcript requests, and degree completion and graduation, see the Academic Calendar and Registration Policies section of this *Walden University Student Handbook*.

Student Support Team

Once students enroll in their first course, Walden's Student Support Team is available by phone, via online chat, or via email to help with basic technical support and administrative questions. Technical support includes questions related to the online learning environment as well as navigational and technical issues within the myWalden university portal. The Student Support Team also serves as initial support for

- Bursar
- Registrar
- Order processing and fulfillment of course materials

The Student Support Team can be reached by

- Clicking on the "Support" tab through the myWalden university portal and submitting requests in writing or through live chat
- Calling 1-800-WALDENU (1-800-925-3368)
- Emailing support@waldenu.edu

The Student Support Team is available

- Monday through Friday, 7 a.m. to 10 p.m. Central time
- Saturday and Sunday, 7 a.m. to 6 p.m. Central time

For international calls, please visit the Contact Numbers page on the Walden Web site to see a list of international phone numbers.

Technology Policies

Walden University is dedicated to serving all students, alumni, instructors, and staff ("users") with the appropriate use and support of technology within the organization. These technology policies provide expectations for conduct and behavior by applying guiding principles to the use of the Internet; the university's computer networks, Web site, and email service; the eCampus online portal ("myWalden university portal"); and other facilities, connections, hardware, and software provided by Walden or used in connection with the user's interaction with the university or its affiliates (collectively, "University Systems"). Walden is committed to conducting its affairs in a responsible and ethical manner consistent with its education, research, scholarship, and social change missions.

These polices may be revised by Walden from time to time. Users are responsible for keeping apprised of changes to these policies and complying will all such changes.

Technology Requirements

General

To help ensure success, students should be proficient using email, the Internet, and common desktop productivity software.

Recommended Setup
- Internet access
- Windows 2000/XP/Vista or Mac OS X
- 1GB of RAM minimum (256MB for Windows 2000)
- 40GB hard drive
- CD/DVD drive connected to the computer
- Inkjet or laser printer

Software Requirements
- Web browser (Internet Explorer ver. 6.0 or higher, or Firefox ver. 2 or higher)
- Microsoft Office/Star Office/Open Office
- Adobe Reader ver. 8 or higher
- Adobe Flash Player ver. 9 or higher
- Apple QuickTime ver. 7 or higher
- Windows Media Player ver. 7 or higher
- Antivirus software (e.g., McAfee or Norton) installed, running, and kept current by promptly installing the upgrades and patches made available by the software manufacturer

Laptop Recommendation
Doctoral students and students in the M.S. in Mental Health Counseling program are encouraged to use a laptop computer for their work in view of their required attendance at academic residencies.

Additional Technology Requirements
Some programs may require additional technology requirements that are not mentioned above. Please refer to your program within the *Walden University Catalog* to review any special technology requirements for your program of study.

During the course of your program, requirements (either hardware or software) may change from the original technology recommendation. Make sure to consult the software/hardware requirements within your program or with your faculty member or program director for any technology recommendations that may have changed since the original recommendation mentioned above or within your program of study.

Technical Support

Students can request technical assistance and support in the online classrooms from Walden's Student Support Team throughout their program.

The Student Support Team is available Monday–Friday, 7 a.m. to 8 p.m., and Saturday–Sunday, 8 a.m. to 6 p.m. Central time via

- Live chat, through the myWalden university portal

- Email: support@waldenu.edu

- Phone: 1-800-925-3368 (1-800-WALDENU)

- International calls: Please visit the Contact Numbers page on the Walden Web site to see a list of international phone numbers.

MyWalden University Portal

Additional, different, or upgraded applications, features, or functionalities may be installed on the myWalden university portal from time to time, and these technology requirements will be revised accordingly.

Although the university will use reasonable efforts to provide notice of any such revisions on the welcome page of the myWalden university portal or other communication methods such as email, students are nonetheless responsible for maintaining familiarity with the terms of this *Walden University Student Handbook*, including the Technology Requirements, as the same may be amended from time to time.

Email Policy

Walden University provides all students, faculty, and staff with a dedicated email address for use in university-related communications. **Users are required to check their email regularly** to ensure that they receive all communications from Walden.

Students, faculty, and staff are required to use their Walden email addresses when conducting university business.

Email communications are subject to all applicable university policies. All email sent by students to Walden must comply with Walden policies on proper email communications as indicated in the Acceptable Use Policy section.

The use of **personal (i.e., non-Walden) email addresses for any correspondence between Walden University and students is not authorized.** Walden University faculty and staff should use only Walden email accounts when communicating electronically with Walden students.

It is **highly recommended that students contact Walden using their Walden email** accounts only to assure proper attention is given to their requests.

In the event a student does use his/her personal email, Walden faculty and staff can respond to the personal email, but should state in the email that it is recommended students use their Walden email accounts and that the response is also being sent to the student's Walden email account.

Student Responsibility for Technology

Student Responsibility for Technology Requirements

- Many courses use additional or downloadable software. In a few instances, these software packages are for PCs only. For example, one course in the Master of Business Administration specialization in Project Management uses Microsoft Project.

- If students are Mac users, it is their responsibility to make appropriate arrangements to use PC-required software in those few instances (such as the example above) when comparable Mac software does not exist, in order to achieve the learning objectives in the class

Student Responsibility for Technology Backup Plan

Important *Note:* Students are responsible for a technology backup plan should circumstances dictate its use. Except in very unusual situations, grade changes, late assignments, tuition refund requests, and the like that are based on technology failure or on occurrences resulting in technology failure will not be considered.

- Students should develop in advance and then follow a backup plan for their computer and classroom information or data. Computer and/or hard disk failures do happen, and can result in a failed class, lost tuition, or simply a late assignment. Students are expected to ensure that they can continue to participate in class and also to complete assignments with minimal disruption to themselves or others.

- If the computer disruption is so serious that it may last longer than a few days, students need to contact either their faculty member or a member of the Academic Advising Team to get help so they can remain in the class.

- **Hard Disks:** Backup hard disks are readily available from retail outlets for well under $100. In addition, 4GB, 8GB, and other sizes of memory sticks are available for as little as a few dollars.

Some Internet service providers (ISPs) allow storage on the Internet for free or for a nominal charge.

- The key is to actually **use the backup device** on a periodic basis—daily, weekly, or monthly.

- **Computers:** In the event of a computer failure, students should have a plan to use another computer, such as at a local coffee shop, Internet café, library, or a work location; with a friend or family member; or on a second or even third computer at home. Students should use an extra external hard drive or portable drive and take their backed up data to use on this computer.

- **Emergencies:** Students should have a plan for finding another computer in the event of an emergency such as a power failure, natural disaster, fire, burglary, or loss of access to one's home. As in the example above, students should use an extra external hard drive or portable drive and take their backed up data to use on this computer.

- **Software:** If another computer is needed in an emergency, that computer may not have the latest version of software available and thus may not be able to read a student's document. **Tip:** Store two versions of a document—one in the latest and one in the previous version of the application, such as in Word 2007 and Word 2003. For example, Word 2003 cannot open a document stored in Word 2007 format, and if the Word 2007 document is backed up and the backup computer has Word 2003 installed, the document will not be able to be read, modified, or printed.

Information Policies

Information Collection and Use

Walden University is the sole owner of the information collected on its site unless an agreement of shared ownership has been established. The university will not sell, share, or rent this information to others without prior consent of the user to whom that information pertains; provided, however, that Walden may share any information with its employees, independent contractors, affiliates, or agents who provide educational, technical, operational, or administrative products or services to or on behalf of the university. Policies of Walden and its affiliate Laureate Education, Inc. regarding privacy, do-not-call requests, and use of intellectual property are described in the Legal Information section of this *Walden University Student Handbook*.

Security of Information

The university takes every precaution to protect users' information. When users are asked to enter sensitive information via the Web (such as a credit card number or a Social Security number), that information is encrypted and is protected with Secure Sockets Layer (SSL) Web Server Certificates.

All reasonable efforts are made by the university to ensure that all information submitted electronically is secure from modification or deletion by anyone other than the responsible information provider. The university also takes steps to protect user information offline. Only those employees needing the information to perform a specific university-related job are granted access to personally identifiable information. The servers storing personally identifiable information are kept in a secure environment.

Nonetheless, all users acknowledge and agree that there is no expectation of privacy or confidentiality for documents and messages transmitted by or stored on university-owned equipment or systems. Without

limiting the generality of the foregoing, users acknowledge that electronic records and documents, including email, may constitute a public record like other documents subject to disclosure.

Users of electronic systems should also be aware that in addition to being subject to authorized access, the security of electronic transmission and storage systems cannot be guaranteed, and such systems may be vulnerable to unauthorized access and modification by third parties. Without limiting the generality of the foregoing, receivers of electronic mail documents should check with the purported sender if there is any doubt about the identity of the sender or the authenticity of the contents, as they would with print documents. Users of electronic mail services should be aware that even if the sender and recipient have discarded their copies of an electronic mail record, there might be backup copies of such electronic mail that can be retrieved.

The university reserves the right to access any communications transmitted or stored using the university's network. Without limiting the generality of the foregoing, the university may access electronic mail and data stored on the university's network of computers for purposes including but not limited to the following:

- Troubleshooting hardware and software problems

- Preventing unauthorized access and system misuse

- Retrieving business-related information

- Investigating reports of violation of university policy (including without limitation the Acceptable Use Policy) or local, state, or federal law

- Complying with subpoenas, warrants, or other legal requests for information

- Rerouting or disposing of undeliverable mail

- Other purposes deemed necessary by the university

Walden University may also retrieve electronic mail messages delivered to university account holders, or otherwise prevent distribution of a message to university email accounts, if the university determines in good faith that distribution of the message violates local or federal law or university policy, or places the university at risk of violation of privacy-related laws.

Retention Policy

Walden University will retain any email messages or other data as required by the laws of the United States and the State of Maryland, or such other state in which the university may maintain a data center from time to time.

Unless otherwise required by applicable law, Walden does not commit to retain any email messages or other data for any specified period.

No user shall have any expectation that any email messages or other data transmitted by, received by, or concerning such user will be retained by the university for any particular period of time.

Acceptable Use Policy

This Acceptable Use Policy ("AUP") shall govern all uses of University Systems, along with the Internet and other electronic communications networks, and the content transmitted to, from, or by any such systems or networks.

Violations of this AUP shall be considered violations of the Code of Conduct, as described in this *Walden University Student Handbook* and amended from time to time, and shall be subject to the sanctions provided for in those policies.

The policy includes the following:

- Use of Electronic Communication Networks and the Internet
- Content Standards
- Violations of Policies and Resulting Sanctions
- Indemnification of the University

Use of Electronic Communication Networks and the Internet

Electronic communication networks, the Internet, and any University Systems are not to be used to cause harm, no matter how minor, to any individual, entity, or facility.

Users are expected to protect Walden's good name and reputation as detailed in the university's Code of Conduct.

Prohibited Uses
The following activities are specifically prohibited:

General
- Engaging in illegal activities
- Libeling or slandering any person
- Cracking passwords and systems

Harassment
- Harassing other users
- Sending harassing, unwelcome, or threatening messages
- Sending unauthorized anonymous messages

Privacy Violations
- Invading another person's privacy
- Accessing and/or using accounts of others without their permission
- Disclosing passwords to others

- Monitoring electronic communications without authorization

- Reading, copying, altering, or deleting someone else's files without that person's permission

Copying
- Copying copyrighted materials without authorization

- Using illegally obtained software on the system

- Forging messages

Disrupting or Causing Damage
- Destroying or damaging equipment, software, or data belonging to others

- Disrupting service to other users or the system

- Contributing to system attacks, denial of services, and other malicious uses of the network and systems

Engaging in Commercial Activities
- Contributing to unwelcome and/or unwarranted commercial pressure

- Sending bulk unsolicited messages

- Giving away or selling information about accounts to allow other non-owners to access or use accounts

Permitted Uses; Personal Use

The University Systems are solely intended for use in connection with the academic, administrative, social, and operational activities of Walden University, its affiliates, and university-approved organizations.

Users may make incidental personal use of the University Systems, subject to the policies and limitations contained in this AUP and elsewhere in this *Walden University Student Handbook*, and provided that such use does not interfere with university operation of information technologies or electronic mail services, burden the university with incremental costs, violate any policy of the university (including without limitation this AUP), or interfere with the user's employment or other obligations to the university.

Excessive Use

The university further reserves the right to limit throughput or amount of data transferred, and deny or terminate service to a user, without notice, if the university believes such user is using the email or another University System in any manner prohibited herein or that adversely impacts the university's network or service levels. Walden University reserves the right to protect its network from harm, which may impact legitimate data flows, by disconnecting users or limiting their access to the network in the event of any violations of these provisions. Walden University also reserves the right to treat excessive use of the University Systems as a material violation of the AUP and the Code of Conduct.

Content Standards

Any information placed on Walden Web pages, or uploaded to or transmitted via Walden University's email service, the eCampus portal, or other University System, must be suitable for viewing or distribution to both the Walden community and potentially the rest of the world.

In addition to the content standards contained in this AUP, users must also comply with academic content requirements contained elsewhere in this *Walden University Student Handbook.*

- **Copyrighted material** may not be posted without the written permission of the copyright holder. All materials found on the Web should be assumed copyrighted unless a disclaimer or waiver is expressly stated. Quotations must be properly cited.

- **Licensed or trademarked material** may not be placed on the Web without prior written consent from the owner.

- **Copyright and trademark violations** on the Internet are pervasive. It is always better to err on the side of caution. If unsure of the copyright or trademark status of any particular material, it is better to not copy and post that material.

- **Pictures and videos** may not be placed on the Web without the written permission of the people in the picture or video. Every person has a right to privacy, which includes the right to restrict the use of her or his own image.

- Activity on the Walden network is permitted for business done on behalf of the university or its organizations. The university's computing and telecommunications facilities and services are to be used **for university purposes only** and not for the benefit of private individuals or other organizations.

- It is not permitted to run a **private busines**s using the university's network.

- **Walden's name** must not be used in ways that suggest or imply the endorsement of other organizations, products, or services.

- It is not permitted, in any email or other message transmitted via the University Systems, for users to give the impression that they are representing, giving opinions, or otherwise making statements on behalf of Walden or any unit of the university unless expressly authorized to do so. Where appropriate, the following **explicit disclaimer** shall be included: "The opinions or statements expressed herein are my own and should not be taken as a position, opinion, or endorsement of Walden University."

- **Fund raising and advertising** may be conducted on the university's network only for the benefit of Walden University.

- **Reselling** network IP services over the university's network to individuals or organizations not affiliated with Walden is strictly prohibited.

- **Linking** to other sites in the classroom environment is acceptable with permission from Walden systems operators.

- University Systems **may not be used** to transmit any material that is unlawful, libelous, defamatory, slanderous, obscene, pornographic, indecent, lewd, harassing, threatening, harmful, invasive of privacy or publicity rights, abusive, inflammatory, or otherwise harmful or offensive to others. Using any University System to harm, or attempt to harm, minors in any way is prohibited. The University Systems may not be used to transmit materials of a threatening nature,

including death threats, threats of physical harm, or material that threatens or encourages destruction of property.

Violations of Policies and Resulting Sanctions

Violations of this AUP may be deemed violations of the university's Code of Conduct and may result in the imposition of any sanctions permitted by the Code of Conduct or other provisions of this *Walden University Student Handbook*, including without limitation, suspension or termination of access to University Systems or dismissal from the university.

Where violations result in suspension or dismissal of a user during the course of an academic term, or result in termination of a user's access to University Systems required to complete and/or receive a passing grade in one or more classes, user shall have no right to any refund, in whole or in part, of prepaid tuition or other expenditures (such as for textbooks and other course materials).

Students are encouraged to report information concerning instances in which any provision of the AUP has been or is being violated to their associate dean/executive director, or their associate dean's designees, or a member of the information technology staff. The university reserves the right to remove and/or lock out any person who abuses any Internet or electronic communication network services (including mailing lists, bulletin boards, online databases, electronic mail, and online courses) in violation of this AUP.

Nothing in this section, or elsewhere in this *Walden University Student Handbook*, is intended to limit any rights or remedies Walden University may have under applicable law.

Indemnification of the University

Each user agrees, by virtue of access to the University Systems, to indemnify, defend, and hold harmless the university for any suits, claims, losses, expenses, or damages, including but not limited to litigation costs and attorney's fees, arising from or related to any content transmitted by such user, the user's violation of the AUP or other university policy applicable to the University Systems, or otherwise arising out of the user's access to or use of the University Systems.

User further acknowledges and agrees that there is no expectation of privacy in any messages or documents transmitted by or stored on any University System, and will hold Walden University and its affiliates harmless for any claimed violation of privacy or confidentiality asserted by any third party with whom the user communicates using the university's email service or other University System.

Limitations of Liability; Disclaimer of Warranty

Walden University makes no representation or warranty of any kind regarding the availability of University Systems, the Internet, or any communications network. It is the student's sole responsibility to ensure that all coursework, class selections, and any required data, applications, requests, or materials are submitted in a timely manner. Walden University shall not be responsible for the failure of any communications network, Internet connection, hardware, or software, whether or not provided by Walden University, that prevents or delays any such submission.

Walden University provides no assurances that email or other materials will be sent or received using the University Systems, and shall not be liable for missing messages or any consequences of that message not being sent, delivered, or stored.

Walden University shall not be liable for the content of any email message, attachment, or other material sent, received, or stored on any University System, or for any consequences of that message, attachment or other material being sent, delivered, or stored.

Walden University shall not be liable for any damage caused by viruses or other hostile code delivered through the University Systems.

All access to and use of all university systems is provided on an "as is" basis. Walden University makes no warranties of any kind, express or implied, regarding the University Systems, any connecting networks, any hardware or software used in connection with the University Systems, or any content transmitted over the University Systems, including the implied warranties of merchantability, fitness for a particular purpose, and non-infringement, all of which are expressly excluded to the fullest extent permitted by law.

Termination of Systems Access

A user's right to access the university's email and other University Systems shall terminate upon (a) graduation or other separation from the university by a student; or (b) termination of the employment of a faculty member, administrative staff member, or other employee of the university. A graduating or withdrawing student's email address shall be rendered inactive within 90 calendar days of the student graduating or, as long as the student was not at the time of withdrawal suspended from the university or under investigation for Code of Conduct violations, withdrawing from the university. In all other cases, a student's email address shall be rendered inactive immediately upon such student's withdrawal or dismissal from the university.

Use of Third-Party Contractors

Walden University reserves the right to engage third-party independent contractors to perform installation, maintenance, customer support, operational activities, system management, data processing and storage, and any other services in connection with one or more University Systems.

Tuition, Payment Policies, and Financial Aid

Tuition and Fees

Tuition and fees stated in this *Walden University Student Handbook* are for the 2009–2010 academic year and are subject to change. For the most up-to-date information, contact the bursar's office at bursar@waldenu.edu or 1-800-444-6795.

Bachelor's Tuition (per quarter credit hour)	Effective 01-Sep-09
Fundamentals courses (ENGL 0099, MATH 0099)	$100
General education courses	$235
Bachelor of Science in Nursing (BSN)—Lower-division courses	$235
Bachelor of Science in Nursing (BSN)—Upper-division courses	$255
B.S. in Accounting	$255
B.S. in Business Administration	$255
B.S. in Child Development (including Making Connections courses)	$255
B.S. in Communication	$255
B.S. in Computer Information Systems	$255
B.S. in Criminal Justice	$255
B.S. in Health Studies	$255
B.S. in Instructional Design and Technology	$255
B.S. in Interdisciplinary Studies	$255
B.S. in Psychology	$255
Bachelor's Plus Tuition (per quarter credit hour)	**Effective 01-Sep-09**
5000-level Courses	$255
Teacher Preparation Program Tuition (per semester credit hour)	**Effective 01-Sep-09**
Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.)	$445
Endorsement Program Tuition	**Effective 01-Sep-09**
Special Education Endorsement Program (per semester credit hour)	$435
Special Education Endorsement Program with an M.S. in Education with a specialization in Special Education—all courses except for M.S.Ed. courses (per semester credit hour for the first 21 semester credit	$435

hours)	
Special Education Endorsement Program with an M.S. in Education with a specialization in Special Education—M.S.Ed. courses (per semester credit hour for the last 12 semester credit hours)	$425
Master's Tuition	**Effective 01-Sep-09**
Master of Business Administration (per quarter credit hour)*	$450
Master of Business Administration (per semester credit hour)	$745
Master of Business Administration, High-Tech (per semester credit hour)*	$690
Master of Healthcare Administration (per semester credit hour)	$450
Master of Information Systems Management (per semester credit hour)	$730
Master of Public Administration (per quarter credit hour)	$430
Master of Public Health (per quarter credit hour)	$405
Master of Science in Nursing (MSN)—Core and Specialization Courses: NURS 6000, 6100–6510 (per semester credit hour)	$435
Master of Science in Nursing (MSN)—RN Track Foundational Courses: NURS 6005–6030 (per semester credit hour)	$315
M.S. in Clinical Research Administration (per semester credit hour)	$625
M.S. in Computer Engineering (per semester credit hour)*	$865
M.S. in Computer Science (per semester credit hour)*	$865
M.S. in Education (per semester credit hour)	$425
M.S. in Electrical Engineering (per semester credit hour)*	$865
M.S. in Engineering Management (per semester credit hour)*	$690
M.S. in Forensic Psychology (per quarter credit hour)	$380
M.S. in Health Informatics (per semester credit hour)	$675
M.S. in Leadership (per semester credit hour)	$705
M.S. in Instructional Design and Technology (per semester credit hour)	$440
M.S. in Mental Health Counseling (per quarter credit hour)	$365
M.S. in Nonprofit Management and Leadership (per quarter credit hour)	$430
M.S. in Psychology (per quarter credit hour)	$380
M.S. in Project Management (per semester credit hour)	$800
M.S. in Public Health (per quarter credit hour)*	$405
M.S. in Software Engineering (per semester credit hour)	$865
M.S. in Systems Engineering (per semester credit hour)	$865
Dual Degrees*	$450
Program no longer accepting applications; tuition applies to current students only.	

Education Specialist Tuition	*Effective 01-Sep-09*
Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning (per semester credit hour)	$720
Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program (semester credit hour)	$720
Education Specialist (Ed.S.) in Educational Technology (per quarter credit hour)	$535
Education Specialist (Ed.S.) in Teacher Leadership (per semester credit hour)	$720
Doctoral Tuition	*Effective 01-Sep-09*
D.B.A. (per semester credit hour)	$740
Ed.D. (per semester credit hour)	$720
Ph.D. in Applied Management and Decision Sciences (per quarter)	$4,280
Ph.D. in Counselor Education and Supervision (per quarter credit hour)	$420
Ph.D. in Education (per quarter)	$4,280
Ph.D. in Health Services (per quarter)	$4,280
Ph.D. in Human Services (per quarter)	$4,280
Ph.D. in Psychology (per quarter credit hour)	$445
Ph.D. in Public Health (per quarter credit hour)	$440
Ph.D. in Public Policy and Administration (per quarter)	$4,280
Master's Fees	*Effective 01-Sep-09*
NTU Thesis Option (NCSC/NEEC/NEEP/NSEN/NSYS 8997)	$1,000
Doctoral Fees	*Effective 01-Sep-09*
3-Day Residency	$660
4-Day Residency	$890
6-Day Residency	$1,325
12-Day Residency	$2,250
Internship (PSYC 8882) (per quarter credit hour)	$595
Other Fees	*Effective 01-Sep-09*
Application Fee	$50
Technology Fee ($45 per semester)	$135 per year
Technology Fee ($35 per quarter)	$140 per year
Writing Courses	*Effective 01-Sep-09*
A Practical Course in APA Style	$645
Communications and Teamwork in a Global Society	$645
Critical Thinking and Logic	$645

Graduate Writing	$645
Graduate Writing for Non-Native English Speakers	$645
Introduction to Statistics and Applied Research Methods	$645
Personal and Professional Communication	$645
Skills for Academic Integrity (1 credit)	$210
Writing a Literature Review	$645
Note: Writing courses are included in the quarterly tuition for KAM students.	

Payment Deadlines and Policies

Students must either pay tuition and applicable fees or have other financial arrangements in place 2 weeks prior to the start of each term.

Students who intend to receive financial aid but have not completed the loan application or renewal process must pay tuition by the scheduled due date.

Students who anticipate difficulty adhering to these deadlines should contact the bursar's office immediately.

Bursar Hold

After the start of a term, students who have an unpaid balance may have a hold placed on their records at the sole discretion of Walden.

Bursar hold prevents a student from registering for any future term until the outstanding balance is paid; the hold does not remove the student from current classes.

If a student with a bursar hold has withdrawn, and then seeks readmission to the university, the hold must be satisfied prior to readmission. Once the outstanding balance is paid, the hold can be removed by contacting the bursar's office.

Methods of payment include all approved payment arrangements, payment plans, guaranteed financial aid, and third-party sponsorship.

For additional information regarding acceptable methods of payment, students can contact the bursar's office directly at 1-800-444-6795 or at bursar@waldenu.edu.

Financial Suspension

Students failing to pay tuition and applicable fees greater than $350 within 60 calendar days past the due date will be financially suspended from the program.

Financial suspension results in the loss of all academic and student services, as the student is effectively withdrawn from the university. Students who have been financially suspended and want to be reinstated in the same term must contact the bursar and arrange for payment by the last business day of the term. Students who have been financially suspended and do not reinstate during the same term must apply for readmission before re-entering the program.

Students in course-based programs may not reinstate into any other courses after the 10th day of the quarter.

Students in KAM-based or KAM/course-based programs may not reinstate into the Foundation Research Sequence seminars.

Special Policies

Adding Courses (Course-Based Programs Only)

Students who add courses during the drop/add period must either have sufficient funds on deposit in their account or make payment arrangements with the bursar's office by the end of the drop/add period.

Final Quarter of Enrollment—All Doctoral Programs Except Psychology and Public Health

Tuition for the final quarter of enrollment for students in KAM-based programs is prorated through the date the final dissertation is approved by the chief academic officer. Students who have not completed all degree and university requirements by the payment due date are required to pay the full tuition for the ensuing quarter. Any credit balance resulting from a prorating of the final quarter of tuition is applied against commencement and processing fees, with any residual balance refunded to the student.

Final Quarter of Enrollment—Doctoral Programs in Psychology and Public Health or Master's Programs

Tuition for the final quarter of enrollment is prorated through the date the final thesis or dissertation is approved by the chief academic officer. Students who have not completed all degree and university requirements by the payment due date are required to pay the full tuition for the ensuing quarter. Any credit balance resulting from a prorating of the final quarter of tuition is applied against commencement and processing fees, with any residual balance refunded to the student. Students are required to submit their thesis or dissertation to their committee for forwarding to the form and style editor by the end of the 7th week of the quarter they intend to finish in order to be eligible for a full tuition prorating for the following quarter.

Refund Policies

The university refunds tuition and fees according to these policies and in accordance with applicable federal regulations. Students receiving federal financial assistance will have funds returned to the appropriate lending agencies in accordance with applicable federal guidelines.

Dropping Courses (Course-Based Programs Only)

Students who drop courses during the drop/add period will receive an account credit. Students may request a refund of any resulting credit balance on their student account by submitting an email request to refund@waldenu.edu.

Return of Title IV Aid

Federal regulations require the Office of Financial Aid to apply a formula established by the U.S. Department of Education, entitled "Return of Title IV Aid," to determine the amount of federal financial aid a student has earned as of the student's withdrawal date. The amount of the federal financial aid returned to federal aid programs is determined by the amount of time the student spent in academic attendance. After 60 percent of the term has passed, students have earned 100 percent of the federal financial aid awarded to them.

Tuition and Fee Refunds

Refunds resulting from a student's withdrawal from courses and/or the university are based upon the effective withdrawal date (as confirmed by the Office of the Registrar).

Residency fees are non-refundable after 10 calendar days before the residency start date.

Tuition and Fee Refund Schedule

Tuition Type	Calendar Days 0–7	Calendar Days 8–14	Calendar Days 15–21	Calendar Day 22–
Full Semester or Quarter	100% refund	80% refund	60% refund	**No refund**
14-Week	100% refund	80% refund	60% refund	**No refund**
10-Week	100% refund	80% refund	60% refund	**No refund**
8-Week	100% refund	80% refund	60% refund	**No refund**
6-Week	100% refund	80% refund	No refund	
5-Week	100% refund	No refund		
4-Week	100% refund	No refund		
2-Week	100% refund	No refund		
Residency	**100% refund up to 10 calendar days before the start date of the residency (for international residencies, the indicated deadline date). Cancellation fees may apply.**			

Financial Aid Programs

Federal Programs

Walden University is certified by the U.S. Department of Education as being eligible to participate in the Pell Grant program, the Federal Supplemental Educational Opportunity Grant program, the Federal Work-Study program and the Federal Family Educational Loan program under the Higher Education Act of 1965, as amended.

The following section details the policies related to financial aid programs.

Federal regulations that govern the administration of federal programs are subject to change. Notification of any change will be provided to all students prior to the effective date of the new or revised policy.

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- TEACH Grant
- Federal Work-Study
- Federal Stafford Loans and Direct Loans
- Federal Graduate PLUS Loans
- Parent Loans for Undergraduate Students (PLUS)
- Financial Aid Application Process
- Loan Disbursement Process and Requests for Excess Funds
- Leave of Absence
- Satisfactory Academic Progress Standards for Receipt of Financial Aid

Federal Pell Grants

Federal Pell Grants are generally awarded to **undergraduate** students who have not yet earned a bachelor's or professional degree. The Department of Education, using a standard formula established by Congress, determines eligibility. The Pell Grant range for the 2009-2010 award year is $200–$5,350. How much students receive depends on their expected family contribution, cost of attendance, whether they are enrolled full time or part time, and whether they are attending for a full academic year or less. Students can receive only one Pell Grant in an award year. Students may not receive Pell Grant funds from more than one school at a time.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for **undergraduates** with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFC) will be considered first for a FSEOG. Just like Pell Grants, this grant does not have to be repaid.

Teacher Education Assistance for College and Higher Education (TEACH) Grant

The Federal TEACH (Teacher Education Assistance for College and Higher Education) Grant Program is a non-need-based program that provides grants of up to $4,000 per year to graduate students enrolled in an eligible program, as defined by Walden University, and who intend to teach full-time in high-need subject areas at schools that serve students from low-income families. Recipients of a TEACH Grant must teach for at least 4 years within 8 years of completing the college program for which the TEACH Grant was awarded (or otherwise ceasing enrollment or losing eligibility). Graduate students may receive up to 2 years of grant funding for a total of $8,000.

The TEACH Grant is not available to students pursuing a bachelor's degree, Doctor of Education (Ed.D.), Education Specialist (Ed.S.), or Ph.D. program at Walden University. Students enrolled less than full time will have their TEACH Grant award reduced, according to a schedule established by the U.S. Department of Education. The amount of TEACH Grant awarded when combined with other student aid cannot exceed a student's cost of attendance. Because total financial aid received must not exceed the cost of attendance, receiving a TEACH Grant may reduce the recipient's eligibility for other sources of financial aid.

If a student awarded a TEACH Grant either (1) fails to complete the teaching service obligation, (2) ceases enrollment in an eligible program for which the TEACH Grant was received, or (3) does not meet any other requirement as defined by the Department of Education, his or her grant will convert into a Federal Direct Unsubsidized Stafford Loan (Direct Unsubsidized Loan), with interest accrued from the date the grant was disbursed.

It is the student's responsibility to understand all requirements and rules for the TEACH Grant Program.

Federal Work-Study

Federal Work-Study provides subsidized part-time employment for **graduate and undergraduate** students with financial need, giving them an opportunity to earn money to help cover their educational expenses, such as tuition and books, and transportation to residencies, as well as providing them with positions that complement their educational programs or career goals, whenever possible. To be eligible for work-study employment, students must be in good academic standing and enrolled at least half-time or accepted for enrollment. The Office of Financial Aid provides as many work-study positions as funding allows. Priority is given to students with financial need who complete the Free Application for Federal Student Aid (FAFSA) by July 1 each year.

Federal Stafford Loans and Direct Loans

Federal Stafford Loans and Direct Loans are available to **graduate and undergraduate** students as either subsidized or unsubsidized loans. Students must be enrolled at least half-time to receive a Stafford Loan or Direct Loan. Students may be eligible for one or the other, or a combination of both loan types. Federal Stafford Loans and Direct Loans borrowed at a prior institution may impact a student's loan eligibility at Walden University. For subsidized loans first disbursed July 1, 2009, the interest rates are as follows: 5.60% for undergraduates and graduate 6.80%.

Federal Subsidized Stafford Loans and Direct Loans are need-based. The federal government pays the interest on the subsidized portion of the loan while the student is enrolled at least half-time in school.

Federal Unsubsidized Stafford Loans and Direct Loans require that the student pay the interest while enrolled, unless the student arranges to postpone the interest payment by checking the appropriate box indicated on the promissory note. Students should be careful when choosing this option: It means that the interest will be capitalized (the accrued interest will be added to the principal amount), and that will increase the amount of the debt. For unsubsidized loans first disbursed July 1, 2009, the interest rates are as follows: 6.80% for undergraduates and graduate.

Both the subsidized and unsubsidized loans may have origination and default fees deducted from each disbursement of the loan. The origination fee is 1 percent of the total amount borrowed, and the default fee may be as high as 1 percent of the total amount borrowed. In addition, the student must begin repayment 6 months after graduating, withdrawing, or enrolling for less than half-time status.

Credit checks are not a requirement to obtain a Stafford Loan or Direct Loan. Under these programs, students may borrow up to their maximum loan limit every award year (i.e., 9 months for quarter-based, 12 months for semester-based). Loan funds can be used to cover direct education costs such as tuition and fees, as well as indirect costs such as travel to and from residency sessions, technology, books, and other education-related expenses.

Undergraduate Students: Stafford Loan and Direct Loan Amount Maximums (For Loans First Disbursed After July 1, 2008)

Grade Level	Dependent Undergraduate Student†	Independent Undergraduate Student
Year 1*	$5,500—Only $3,500 of this amount may be in subsidized loans.	$9,500—Only $3,500 of this amount may be in subsidized loans.
Year 2*	$6,500—Only $4,500 of this amount may be in subsidized loans.	$10,500—Only $4,500 of this amount may be in subsidized loans.
Years 3–4*	$7,500—Only $5,500 of this amount may be in subsidized loans.	$12,500—Only $5,500 of this amount may be in subsidized loans.
Lifetime Maximum Total Debt from Stafford Loans and Direct Loans (in each status)	$31,000—Only $23,000 of this amount may be in subsidized loans.	$57,500—Only $23,000 of this amount may be subsidized loans.

For undergraduates: Year 1 = 0–59 credits, Year 2 = 60–89 credits, Years 3–4 = 90 credits to program completion.

† Dependent students whose parents have been denied a federal Parent Loan for Undergraduate Student are eligible to borrow at the independent undergraduate level.

Graduate Students: Stafford Loan and Direct Loan Amount Maximums
(For Loans First Disbursed After July 1, 2008)

Time Frame	Graduate (Master's, Ed.S., Doctoral, Post-Doctoral, Graduate Certificate) Students	Teacher Preparation Students or Endorsement Students Who Do Not Choose the M.S. Degree Option		Students Enrolled in Preparatory Courses for the Master of Science in Nursing (MSN)	
		Dependent Students*	Independent Students	Dependent Students*	Independent Students
Per Academic Year	$20,500—Only $8,500 of this amount may be in subsidized loans.	$7,500—Only $5,500 of this amount may be in subsidized loans.	$12,500—Only $5,500 of this amount may be in subsidized loans.	$7,500—Only $5,500 of this amount may be in subsidized loans. *Note: Students are eligible for this loan for one consecutive 12-month period.*	$12,500—Only $5,500 of this amount may be in subsidized loans. *Note: Students are eligible for this loan for one consecutive 12-month period.*
Lifetime Maximum Total Debt from Stafford Loans or Direct Loans	$138,500—Only $65,500 of this amount may be subsidized loans. *Note: The graduate debt limit includes Stafford Loans and Direct Loans received for undergraduate study.*	$31,000—Only $23,000 of this amount may be subsidized loans.	$57,500—Only $23,000 of this amount may be subsidized loans.	$31,000—Only $23,000 of this amount may be subsidized loans.	$57,500—Only $23,000 of this amount may be subsidized loans.

* Dependent students whose parents have been denied a federal Parent Loan for Undergraduate Student are eligible to borrow at the independent undergraduate level.

Federal Graduate PLUS Loans

Graduate PLUS loans are available to **graduate students** enrolled at least half-time who do not have an adverse credit history. Students can borrow up to the cost of attendance minus any other aid. The total education cost can include tuition, living allowance, books and supplies, and transportation. As of July 1, 2009, the interest rate is 7.90% for Direct Loans and 8.50% for Stafford Loans. Students can defer payments while in school, and there is no prepayment penalty.

Parent Loans for Undergraduate Students (PLUS)

Federal PLUS Loans are available to all parents and legal guardians of dependent **undergraduate** students regardless of income. Qualification is based solely on good credit. There are no debt-to-income ratio guidelines or employment verification requirements. Parents may borrow up to the total education cost for the year, minus any other financial aid that the student is receiving. The total education cost can include tuition and fees, room and board, books and supplies, transportation, and living allowance. For first disbursed loans between July 1, 2009, and June 30, 2010, the interest rate for Direct Loans is 7.90%

and 8.50 % for Stafford Loans. A PLUS loan that is first disbursed on or after July 1, 1998, but before July 1, 2006, has a variable interest rate, not to exceed 9%. The variable interest rate is adjusted annually on July 1. The variable interest rate for each July 1 to June 30 period is calculated by adding 3.1% to the bond equivalent rate of the 91-day Treasury bill auction at the final auction before the preceding June 1. PLUS loan repayment normally begins within 60 calendar days after the loan has been fully disbursed. In certain circumstances, parents may elect to repay the loan on a graduated repayment schedule, making interest-only payments (with the amount based on the term of the loan, at least $50 per month) for a portion of the repayment term.

Financial Aid Application Process

Applying for federal financial assistance is a two-part process consisting of (1) application and notification of eligibility, and (2) completion of the master promissory note, entrance interview, and online Financial Aid Data Request information. This process takes approximately 2–4 weeks from the initial application through the receipt of funds. Students are strongly encouraged to begin the application process at least 8 weeks prior to the beginning of the start/renewal date to ensure the following deadlines are met:

- The Free Application for Federal Student Aid (FAFSA) must be submitted no later than 15 calendar days prior to the student's effective start date, as well as each subsequent loan renewal date.

- A fully executed master promissory note, entrance interview, and online Financial Aid Data Request information must be on file in the financial aid office no later than 14 calendar days after the student is notified of the award.

Note: *Walden University's Title IV code is 025042.*

Student Eligibility Requirements

To receive aid from any of the federal student aid programs administered by Walden University's Office of Financial Aid, a student must meet all of the following criteria:

- Be a U.S. citizen or eligible non-citizen

- Have a high-school diploma or a GED certificate, or pass an approved ability-to-benefit (ATB) test

- Enroll in an eligible program as a regular student seeking a degree or certificate

- Register (or have registered) with the Selective Service if a male between the ages of 18 and 25

- Have a valid Social Security number

- Meet satisfactory academic progress standards

- Not be in default on a federal student loan nor owe money on a federal student grant

Verification Policy

In accordance with U.S. Department of Education regulations, Walden University is required to verify the accuracy of financial aid application information on selected students. Students may be selected randomly for verification or may be selected on the basis of predetermined criteria. This selection process occurs at the Federal Central Processing Center. The university may also select applications for verification.

Financial aid awards cannot be determined until verification is complete. Failure to complete the verification process will result in a student's inability to utilize federal financial assistance for that award year. Students intentionally misreporting information and/or altering documentation for the purpose of increasing aid eligibility or fraudulently obtaining federal funds will be reported to the Office of the Inspector General or to local law enforcement officials.

Residency Policy

Students cannot receive federal financial aid for any term for which they register for a residency only. The financial aid office reviews registrations at the start of each term and cancels federal aid for any students registered for residency only. Students who cannot register for a regular course along with the residency may apply for a loan through a private lender.

Enrollment Policy

Graduate Students

Financial aid is offered based on the assumption that students will be enrolled full time for the entire period of the award. When students enroll for fewer credits in a term, their aid may be adjusted at the end of the add/drop period to reflect their current enrollment status. Students must be enrolled at least half-time to remain eligible for federal student aid.

Undergraduate Students

Financial aid is offered based on the assumption that undergraduate students will be enrolled for 9–11 credits per term, for the entire period of the award. When students enroll for fewer credits in a term, their aid may be adjusted at the end of the add/drop period to reflect their current enrollment status. Students must be enrolled at least half-time to remain eligible for federal student aid.

Enrollment Statuses for Financial Aid

Enrollment Status	*Graduate (Master's, Ed.S., Doctoral, Post-Doctoral) Students*	*Students Enrolled in Teacher Preparation or Endorsement Programs or in Preparatory Courses for the Master of Science in Nursing (MSN)*	*Undergraduate Students*
Full time	6 credits per term	12 credits per term	12 or more credits per term
Three-quarter time	n/a	9–11 credits per term	9–11 credits per term
Half-time	3–5 credits per term	6–8 credits per term	6–8 credits per term
Less than half-time	0–2 credits per term	0–5 credits per term	0–5 credits per term

Loan Disbursement Process and Requests for Excess Funds

Student loan proceeds are disbursed in three equal payments over the loan period and are forwarded via electronic funds transfer (EFT) to Walden after the start of each academic term. For students not electing to participate in the EFT process, each lending institution provides Walden with co-payable checks. These checks are forwarded to students for endorsement and must be returned to Walden for deposit into the

student's account. Students may, in writing, authorize Walden University to retain no more than $200 of their credit balance until the end of the loan period.

Students in good standing may have any excess balance in their account returned to them to pay for indirect education expenses. Any time loan proceeds credited to a student's account exceed direct charges, the bursar's office will automatically forward the credit balance directly to the student, no later than 14 calendar days after the credit balance occurs.

Students are responsible for payment of tuition and fees incurred after a full refund has been released (e.g., graduation fees, added courses, and residencies). Refund distributions are made in accordance with applicable federal guidelines. Any outstanding debt to the university as a result of a required refund is the responsibility of the student.

Loan Deferment Paperwork

Students who seek to defer repayment of their student loans must fill out forms to have their enrollment status verified. Students can get the forms from their lender(s) and send them directly to Walden University, Office of the Registrar, Attn: Loan Deferment, 650 S. Exeter Street, Baltimore, MD 21202; fax: 1-410-843-6416. Students must obtain the forms from their lender(s). At the top of the form, students should include their start date and the term for which they are requesting a deferment.

Note: Any deferment paperwork sent to Walden's registrar's office for enrollment verification is forwarded to the National Student Clearinghouse on a weekly basis.

Leave of Absence

A student who takes an approved leave of absence is considered, for financial aid purposes, to have withdrawn from the school. A leave of absence is approved if the following criteria are met:

- The student has made a written request for the leave of absence.

- The leave of absence does not exceed 180 calendar days.

- The student has had only one leave of absence in a 12-month period.

The federal Return of Title IV refund requirement applies to leaves of absence and withdrawals for recipients of Title IV aid.

These leave of absence requirements also affect students' in-school status for the purposes of deferring payment of Federal Stafford Loans and Direct Loans. Students on an approved leave of absence are considered to be enrolled less than half-time and are not eligible for an in-school deferment for their Federal Stafford Loans and Direct Loans. Students who take an unapproved leave of absence or fail to return to the school at the end of an approved leave of absence are no longer enrolled at the school and are not eligible for an in-school deferment of their loans.

Satisfactory Academic Progress Standards for Receipt of Financial Aid

Walden University's satisfactory academic progress requirements for receipt of Title IV student financial assistance comply with U.S. Department of Education regulations. These standards are intended to establish minimum, reasonable levels of advancement toward degree completion and to guard against

abuse of aid programs. Satisfactory progress requirements for receipt of federal financial aid are separate and distinct from the university's academic progress requirements for academic continuance.

Financial aid academic progress requirements are reviewed each quarter/semester, and adjustments are made accordingly. Students will receive email notification in their Walden University email accounts if they are placed on financial aid probation or become ineligible for federal aid. However, it is the student's responsibility to know these requirements, and failure to receive notification will not nullify the financial aid status.

Program Type	Minimum Financial Aid Course Completion Rate	Minimum Cumulative Financial Aid GPA	Maximum Time Frame to Receive Federal Aid
Bachelor's degree	67%	2.0	272 financial aid attempted credits
Master's degree	67%	3.0	20 quarters or 15 semesters
Doctoral degree	67%	3.0	32 quarters or 24 semesters
Certificate	67%	3.0	4 quarters or 6 semesters
Education Specialist	67%	3.0	20 quarters or 15 semesters
Teacher Preparation (without Master's degree option)	67%	3.0	56 financial aid attempted credits
Endorsement (without Master's degree option)	67%	3.0	32 financial aid attempted credits
Preparatory coursework	67%	2.0	12 consecutive months

The following policies will apply:

- Minimum financial aid GPA is cumulative for the current program of study.

- Minimum financial aid course completion rate is calculated by dividing financial aid completed credits by financial aid attempted credits (e.g., if 40 credits are attempted, the student must have successfully completed 27 credits).

- Financial aid attempted and completed credits are cumulative for all courses in all programs attempted at Walden.

- Financial aid attempted and completed credit requirements include transfer credits.

- Financial aid attempted credits include all registered courses with the exception of courses dropped before the start of the term or during the drop period.

- For course repetitions, only the most recent grade is counted in the cumulative GPA, but the credits from all attempts must be counted in the course completion rate and maximum time frame.

- Minimum progress requirements for financial aid do not include academic residency requirements.

- The maximum time frame will be reset for students completing a second or further degree at Walden.

- The maximum time frame for students who change programs without earning a Walden degree is cumulative for all programs attempted and is measured against the maximum time frame for the current program.

- The maximum time frame excludes quarters/semesters of non-enrollment and quarters/semesters in which all courses are dropped before the start of the term or during the drop period.

- Financial aid progress requirements include all terms of enrollment, including periods in which the student did not receive federal aid.

Financial Aid Probation

The financial aid office reviews progress every quarter/semester. Students who do not meet the course completion rate and/or GPA standards as defined above are placed on financial aid probation for two quarters/semesters. During this probation period, students remain eligible for financial assistance. Students who fail to meet the minimum progress requirements after completing the two-term probation period become ineligible to receive Title IV Aid until such time as the progress requirements are met. A change in the academic program does not supersede the above statement.

Maximum Time Frame
Federal financial aid eligibility expires without probation when the student reaches the maximum time frame or if the financial aid progress review makes it clear that the student cannot mathematically finish his/her program within the maximum time frame.

Right to Appeal
Occasionally, a student's academic progress may be delayed by circumstances that are beyond the student's control. A student may appeal for an extension of federal aid if he/she can document that unexpected, unusual, and temporary circumstances affected his/her ability to progress at the required rate (i.e. death in the immediate family, illness, or other significant life change). In instances such as this, the student may appeal to the Office of Financial Aid no later than 15 calendar days following the end of the second probationary term.

Students who wish to appeal must complete the Financial Aid Academic Progress Appeals form and provide supporting documentation to the Office of Financial Aid for review. Failure to provide supporting documentation will result in an automatic denial. If the appeal is accepted, the student must meet the requirements set forth by the written approval of the appeal. A pre-existing condition (a condition or illness that you have had before the beginning any Walden program) is not cause for appeal. Students may not appeal the decision a second time.

Loss of Federal Financial Aid Eligibility

Students who become ineligible to receive financial aid but remain in compliance with the academic progress standards for continuance in their program are not withdrawn from the program but must arrange for alternative payment with the bursar by the appropriate tuition due date. Students may be eligible for private educational loans if federal aid eligibility is lost.

This policy is effective Dec. 1, 2009 for all students.

Other Funding Options

Veterans Affairs Benefits

Walden University's programs are approved for certification by the U.S. Department of Veteran Affairs, Minnesota State Approval Agency, and fall under the jurisdiction of the St. Louis Regional Processing Center. Questions regarding benefit eligibility or amount of payment for benefits should be directed to the St. Louis Regional Processing Center. (Refer to *Salute* for specific contact information.)

Students are encouraged to contact Walden's Veteran Affairs Office to obtain information pertaining to their certification, to ask general benefit questions, or to request an email copy of *Salute*. Students may contact Walden's Veteran Affairs Office at 1-800-925-3368 (1-800-WALDENU) or va@waldenu.edu.

The Post-9/11 GI Bill
The Post-9/11 GI Bill is for individuals with at least 90 calendar days of aggregate service on or after Sept. 11, 2001, or individuals discharged with a service-connected disability after 30 calendar days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

Students wishing to use these new education benefits can visit the Department of Veterans Affairs' GI Bill Web site and click on the "Post-9/11 GI Bill" link for the most current information. Please note that this benefit will not begin payment disbursement until August 2009.

The Montgomery GI Bill
Students eligible for Montgomery GI Bill (MGIB) benefits or VA Vocational Rehabilitation and Employment (VR&E) should visit Walden's U.S. Military/VA Benefits Web page and download a copy of *Salute: Guide to Military and VA Benefits at Walden University*. This document is required reading for all students planning to use MGIB, VR&E, or tuition assistance (TA) to subsidize their tuition costs; failure to follow the guide may prolong certification for and timely receipt of benefit payments.

The Montgomery GI Bill is a reimbursement program. Students need to pay tuition up front and be reimbursed through their VA benefits. Walden University is required to report tuition and fees to the VA for all undergraduates. Because we cannot project exact registration for the academic year, undergraduates do not receive the annual certification for benefits.

Walden's VA certifying officials are fully trained and authorized by the Department of Veteran Affairs to process enrollment certifications (Form 22-1999) for 12 months at a time, depending on the students' Program of Study. Students are certified within 1 week of being registered for their first set of classes. Students whose programs do not conform to the 12-month certification process are certified from the first day of class to the last day of class. Students actively enrolled in KAM-based programs are certified from their initial start date to the last date of each month, providing a 365-day, full-time certification.

Note: *Students enrolled solely in distance learning programs are not entitled to the Basic Housing Allowance. Students enrolled at Walden University may be entitled to the Basic Housing Allowance for the month or term when they attend a residency held in Minneapolis, Minn., only. The policy regarding this entitlement is still under consideration by the Department of Veteran's Affairs.*

Private Education Loans

The university can assist students in securing private education loans through various participating financial institutions. These loans may be obtained in addition to or in lieu of the Federal Stafford Loans and Direct Loan program. For additional information, students may contact a Walden University financial aid representative at 1-800-444-6795 or at finaid@waldenu.edu.

Family Tuition Reduction

A 25 percent reduction is available on all tuition and fees (excluding residency travel, room, and board) to the spouse, parent, or child of any enrolled student who is paying equal or higher tuition. This reduction is honored for any Walden program the family member enters and is valid throughout the term that both individuals are enrolled. Students may contact the enrollment office for additional information. (Not valid for Tennessee residents.)

Third-Party Tuition Assistance

A third party may pay for a student's tuition by submitting a voucher, purchase order, or letter of credit to the bursar's office. The following information should be included:

- Student's name
- Student's identification number or Social Security number
- The term and course(s) being sponsored
- The amount of tuition the sponsor wishes to pay
- The sponsor's billing address and contact person

Higher Education Professional Development Program

Faculty or staff member at a college or university may be able to benefit from the Higher Education Professional Development Program. See more detailed information on the Walden Web site under Other Funding Options.

Monthly Payment Plans

Walden University partners with Sallie Mae TuitionPay to provide students with an alternative to paying full tuition at the beginning of each term. Through TuitionPay's monthly payment plan, students may spread the cost of their tuition over multiple months—interest-free. The TuitionPay plan is not a loan, and there is an enrollment fee. See more detailed information on the Walden Web site under Other Funding Options.

Scholarships

Walden offers merit-based scholarships for academic and professional accomplishment. More detailed information about the following scholarships and others that may also be available to Walden students can be found in the Tuition and Financial Aid section of the Walden Web site under Scholarships.

Commitment to Social Change Scholarship
The Commitment to Social Change Scholarships are awarded to graduate (master's and doctoral) students new to Walden University who demonstrate the capacity to effect positive social change and, at the doctoral level, to conduct and succeed at research. *Note: This scholarship is administered by the Office of the President, not the Office of Financial Aid.*

Dave Palmer Military Scholarship
The Dave Palmer Military Scholarship, named for a former Walden president, is awarded to a doctoral student enrolled at Walden who has been on active duty with a branch of the U.S. armed forces for a minimum of 1 year. The recipient must demonstrate that the degree is a logical progression of personal and professional development, that the research component of the degree program relates to his or her professional obligations, and that the dissertation research will contribute directly to the enhancement of the mission of his or her service. *Note: This scholarship is administered by the Office of the President, not the Office of Financial Aid.*

Laureate International Universities Network Graduate Scholarship
The *Laureate International Universities* Network Graduate Scholarship is available to students entering Walden University after completing a degree at another *Laureate International Universities* network institution. This scholarship offers 20 percent off tuition for a program for which the candidate qualifies academically. It is offered first-come, first-served so long as funds are available. It is renewable so long as funds are available and you continue to meet the eligibility criteria. *Note: This scholarship is not administered by the Office of Financial Aid. Students should contact their enrollment advisor for more information about this scholarship.*

National Public Service Scholarship
National Public Service Scholarships are awarded to doctoral students who have dedicated their careers—and continue to do so—to public service and to the nation, in either public or nonprofit agencies with a national focus, and who seek their degrees to enhance their effectiveness professionally and in service to the national community. *Note: This scholarship is administered by the Office of the President, not the Office of Financial Aid.*

Presidential Scholarship
The Presidential Scholarships are for graduates of a Walden master's program who are pursuing a doctorate degree at Walden. Applicants must demonstrate a personal, continued commitment to their chosen field and indicate how learning is applied to practice. *Note: This scholarship is administered by the Office of the President, not the Office of Financial Aid.*

Research Funding Opportunities

Walden Fellowships

Walden offers three fellowships to support research activities. More detailed information about the following fellowships available to Walden students can be found in the <u>Tuition and Financial Aid</u> section of the Walden Web site under <u>Fellowships</u>. ***Note:*** *Fellowships support research activities and as such may not be used for tuition remission. The fellowship programs are administered by the Center for Research Support, not the Office of Financial Aid.*

Don E. Ackerman Research Fellowship in Educational Leadership
The Don E. Ackerman Research Fellowship in Educational Leadership—named for a significant supporter, owner, and chairman of the board of Walden University over the years since 1992—supports research that advances leadership in education through better understanding or practice. The fellowship provides funding to support faculty or doctoral student research projects that contribute either theoretical or applied knowledge that may potentially change education at the pre-K–12 level (pre-kindergarten through secondary school), in any education field (e.g., traditional school subject areas, music and the arts, technical or vocational education, remedial education) or education position (e.g., teacher, administrator, policy-maker, curriculum specialist).

Fellowship in Research and Applications for Social Change
The Fellowship in Research and Applications for Social Change was established to enable Walden instructors and graduate students to make a significant and meaningful change in academic and social communities, both locally and globally. The fellowship is awarded to applicants who submit outstanding proposals reflective of the university's mission and determination to uniquely effect positive social change worldwide.

Research Fellowship in Distance Education
The Research Fellowship in Distance Education provides funding to support faculty and student research endeavors that contribute both theoretical and applied knowledge to the growing field of distance education. This program is designed to encourage research conducted in the name of the university and to continuously improve the distance-education programs at Walden through research.

External Research Grants

Funding from external agencies (such as private foundations) is another means of deferring the costs associated with conducting research. Student researchers may contact the Office of Faculty Research and Sponsored Programs (<u>grants@waldenu.edu</u>), in the Center for Research Support, to request a personal grant search by completing a Research Funding Search Form.

To be eligible for this research funding search service, students must meet **all** of the following criteria:

- Cumulative GPA of 3.5 or higher.

- Continuous enrollment for at least 6 months since start (matriculation) date.

- A record be free of registrar and/or bursar holds.

Students are strongly encouraged to begin their search for external funds in support of their research after both the Walden Institutional Review Board (IRB) and the University Research Review (URR) have

approved their thesis, dissertation, or doctoral study proposal. More detailed information about how to request a personal grant search and external funding opportunities can be found at the <u>Walden Research Center</u> Web site.

Please note that a personal grant search is a formal request for assistance in locating grant opportunities **for a specific research project** , not for general tuition expenses. Similarly, research grant funds obtained to support research activities cannot be used for tuition remission.

University Policies and Code of Conduct

Process for Petitions, Appeals, Grievances, and Complaints

This *Walden University Student Handbook* describes polices and procedures for matters including but not limited to academic policies, transfer-of-credit evaluations, admissions, grade appeals, and the Student Code of Conduct. When an outcome is not to students' satisfaction or expectation, students may initiate a number of types of academic and other requests, including expressions of concern. Students may initiate this process by submitting the proper online form to the Academic Advising Team.

Students should consult specific sections of this *Walden University Student Handbook* for the circumstances around a given request. The university always attempts to provide a prompt response; however, the complexity of the request and procedure for resolution may determine the time frame for arriving at a decision as necessary.

Note: **Also see the Petitions for Policy Exceptions section of this Walden University Student Handbook**.

The types of student-initiated requests are as follows:

- **Petition:** A petition is the vehicle used in requesting a waiver of a particular institutional policy due to events beyond one's control and or legitimate circumstances that render a particular policy as not applicable.

- **Academic Appeal:** An academic appeal is a request to have an academic policy-related decision of the university reconsidered on the sole grounds that the original decision made was non-compliant with established university procedure or that reconsideration be granted based on new information pertinent to the original request.

- **Grade Appeal:** A grade appeal is an appeal that is limited to reconsideration of a final grade in a course. The criteria for reconsideration are limited to mathematical error in the calculation of the final grade, that the grade was determined in a manner that differed from the grade calculation formula in the course syllabus, or that the grade was determined in a manner sufficiently egregious to warrant review by others (rare).

- **Grievance:** A grievance is a formal announcement from an individual to the university that a violation of university policy or procedure has allegedly occurred of sufficient gravity that the grievant has been impacted negatively. The grievance may be directed toward the university, a staff member, or a student.

- **Complaint:** A complaint is a notice from the complainant to the university that he/she is not satisfied with a level of service, some inconvenience, technical support, or other matter that the complainant feels has detracted from his/her student experience. The university regards all such

complaints as important to the improvement of the Walden student experience. A complaint submitted, however, does not require the university to respond to the complainant.

Student Conduct and Responsibilities

The following expectations for conduct and behavior apply to all constituents of the university, including students, instructors, and staff. The university supports and expects its members to comply with the principles developed by the Center for Academic Integrity, Duke University, as follows:

Honesty: An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.

Trust: An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

Fairness: An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, instructors, and administrators.

Respect: An academic community of integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.

Responsibility: An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

Walden University is committed to conducting its affairs in accordance with this code in a socially responsible and ethical manner consistent with the Walden community's respective educational, research, scholarly, and social change missions. As such, Walden supports a code of conduct that is consistent with applicable federal, state, and local laws guaranteeing nondiscrimination for all protected classifications, as well as with the university's nondiscrimination policies. In addition, members shall not conduct themselves either inside or outside of the classroom in a manner that is unduly disruptive or unethical, or that might lower the status or damage the reputation of the university.

Drug and Alcohol Policy

Walden University maintains a drug-free university. Students, instructors, and staff are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs while working, participating in the online classroom, or attending residencies or other university-sponsored activities.

Code of Conduct

Each student is responsible for becoming familiar with the Code of Conduct, as published in this *Walden University Student Handbook* and any subsequent updates. If a student is unsure about the application or interpretation of the Code of Conduct, it is her or his responsibility to seek clarification from university administrators.

Students and other members of the university community should also refer to the Technology Policies section of this *Walden University Student Handbook* regarding sanctions for violations related to the use

of university networks, email services, computer systems, or other information technologies. Any violation of the Technology Policies may also constitute a violation of the university Code of Conduct.

The Code of Conduct addresses the university's expectations of students in four areas: nondiscrimination, nonharassment, professional conduct, and academic integrity.

1. **Nondiscrimination:** Walden University does not discriminate or tolerate discrimination by or against members of the university community on the basis of race, color, national origin, gender, sexual orientation, religion, age, mental or physical disability, veteran status, marital status, or other protected characteristics in the admission to, access to, or treatment or employment in any of its programs or activities.

2. **Nonharassment:** Walden University is committed to maintaining an environment that is free of unwelcome and disrespectful conduct and communication and in which university members feel safe and comfortable. As such, it is a violation of this policy for any Walden employee, instructor, or student to engage in harassing conduct or communication directed toward another employee, instructor, student, or any other person affiliated with the university. Sexual harassment can include, but is not limited to, unwelcome sexual advances; requests for sexual favors; unwelcome physical contact; inappropriate emails; obscene or harassing phone calls or jokes; suggestive gestures, sounds, or stares; and other verbal or physical conduct of a sexual nature when

   - Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's academic progress;

   - Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting assessment of academic progress; or

   - Such conduct, by instructors, staff, or students, including between students, has the purpose or effect of interfering with academic performance or creating an intimidating, hostile, or offensive environment.

   Unwelcome conduct of this nature, directed at others and based on other protected characteristics, such as race, sexual orientation, gender, religion, age, and other characteristics as set forth in the university's nondiscrimination policy, violates both the nonharassment policy and the nondiscrimination policy.

3. **Professional Conduct:** As part of its commitment to integrity and respect in the community in which it operates, Walden University expects that its students will conduct themselves in a professional and respectful manner at all times, both when interacting within the university community and when representing the university at events outside the institution. In that regard, students will not at any time engage in unduly disruptive, threatening, unethical, disrespectful, or abusive conduct toward other members of the university community, including fellow students, instructors, and staff.

4. **Academic Integrity:** Walden University considers academic integrity to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and instructors of Walden recognize the necessity and accept the responsibility for academic integrity. A student who enrolls at the university thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the academic unit or academic program, and, in turn, the instructor. Student submissions will be routinely searched for offending material by an online

originality check program.

The university also recognizes that, in an educational community, the pressure to succeed can often be intense. Students who feel overwhelmed by their academic and personal obligations may be tempted to take shortcuts that may compromise their honesty and integrity. To help students derive the full benefit of the educational opportunity provided by the university, this section defines a violation of academic integrity and gives examples of actions that are considered dishonest. The university encourages students who may have questions or concerns about the definition and forms of academic integrity violations described herein to contact their faculty mentor, course instructor, or academic advisor.

A violation of academic integrity is any action or attempted action that may result in creating an unfair academic advantage for the student or an unfair academic advantage or disadvantage for any other member or members of the academic community.

Student work is monitored for evidence of plagiarism, using an anti-plagiarism application, database, or service of Walden's choosing. Students grant to Walden, Walden's faculty, and Walden's faculty assistants a limited license to review work submitted for the purpose of comment, criticism, and grading of the work; to distribute the work to other Walden students for educational purposes; to submit the work to the anti-plagiarism application, database, or service of Walden's choosing; to make and retain copies of the work; to image the work for computerized grading; and to archive certain work in a publicly accessible collection.

Academic integrity violations include the following:

a. **Plagiarism.** Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, or discussion board posting, or thesis or dissertation without acknowledgment

- Using the views, opinions, or insights of another without acknowledgment

- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

Students' Misuse of Their Own Scholarly Work

- During their studies at Walden, students may find themselves writing for a second, third, or fourth time on the same topic; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.

- Walden recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses and KAM demonstrations. In general, students may use only small portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper or KAM to another. Any use of prior work is at the discretion of the instructor: students must receive prior approval from their instructor, who may request a copy of the previous work. Fair use laws must be respected for published documents.

- When using their own scholarly work in subsequent research, students should cite themselves as a primary author and their previous coursework or KAM demonstrations as unpublished papers, as shown in *The Publication Manual of the American Psychological Association*.

b. **Cheating.** Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. It includes using or attempting to use materials, or assisting others in using materials, that are prohibited or inappropriate in the context of the academic assignment in question. For example

- Copying or attempting to copy from others during an exam or on an assignment
- Communicating answers with another person during an exam
- Preprogramming a calculator to contain answers or other unauthorized information for exams
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam
- Allowing others to do an assignment or portion of an assignment, including the use of a commercial term paper service
- Submitting the same assignment for more than one course without the prior approval of all the instructors involved (See the *Students' Misuse of Their Own Scholarly Work* section above for more information.)
- Collaborating on an exam or assignment with any other person without prior approval from the course instructor
- Taking an exam for another person or having someone take an exam for you

c. **Providing False Information.** For example

- Furnishing false information in the context of an academic assignment
- Fabricating or altering information or data and presenting it as legitimate
- Providing false or misleading information to an instructor or any other university staff member

d. **Copyright Violation.** Walden recognizes and respects intellectual property rights. As part of its mission to maintain the highest standards for ethical conduct, the university requires its employees, instructors, students, and other university community members to use copyrighted materials in a lawful manner.

No employee, instructor, student, nor other university community member may reproduce any copyrighted work in print, video, or electronic form in violation of the law. The easiest way to avoid violating the law is by receiving the express written permission of the copyright holder. Copyright laws in the United States may protect works even if they are not registered with the U.S. Copyright Office and even if they do not carry the copyright symbol.

Copyrighted works include, but are not limited to, printed articles from publications, television and radio programs, videotapes, music performances, photographs, training materials, manuals, documentation, software programs, databases, World Wide Web

pages, and CD-ROMs. In general, the laws that apply to printed materials are also applicable to visual and electronic media.

Walden directs its employees, instructors, students, and other university community members to obtain appropriate permission from copyright holders directly, or from their licensing representative, when reproduction or duplication exceeds fair use. The fair use doctrine allows limited exemptions to copyright infringement liability when copyrighted works are used for purposes such as comment, criticism, teaching, scholarship, or research, particularly when the use of the work is limited in amount and scope and is for noncommercial purposes. To learn more about fair use, visit <u>Copyright Law of the United States of America</u>.

e. **Misrepresentation of Credentials.** Statements made and documents supplied by Walden applicants and students must be complete and accurate. The university will not tolerate any misrepresentation by a student or applicant of past or current academic programs, degrees, or professional accomplishments. If unexplained discrepancies appear between statements or documents provided to Walden and information obtained otherwise, except in the case of misspellings and other such inadvertent errors, applicants may be rejected for admission and enrolled students may be dismissed.

f. **Theft or Damage of Property.** For example

- Sabotaging or stealing another person's assignment, paper, project, electronic hardware, or software

- Obtaining improper access to, or electronically interfering with, the property of another person or the university via computer or other means

- Obtaining a copy of an assignment or exam prior to its approved release by the instructor

g. **Alteration of University Documents.** For example

- Forging an instructor's or university official's signature on any document

- Submitting an altered transcript of grades to or from another institution or employer

- Putting your name on, or copying, another person's paper or assignment

- Altering a previously graded exam or assignment for purposes of a grade appeal or for gaining points in a regarding process

Review Process for Code of Conduct Violations

General Process

Whenever a violation of the Code of Conduct is identified, the university will take prompt and appropriate corrective action consistent with its policy. There shall be no retaliation against any member of the university community who expresses a concern under this policy, and confidentiality, to the extent possible, will be maintained. Intentionally false accusations may result in appropriate corrective action by the university.

Note: This process applies to all Code of Conduct issues except for violations of the academic integrity policy. Review procedures specific to academic integrity violations are outlined in the next section.

1. **Obligation to Report.** Any member of the Walden community who suspects that a violation of the Code of Conduct has occurred is required to submit electronically to the associate dean/executive director, or their designees, the following information for the purposes of administrative review and resolution:

   • Date of the alleged incident

   • Documentation available to support the allegation

   • Name and contact information of the person making the notification

   The associate dean/executive director or their designees will provide written notification to the person who is suspected of having committed the violation.

2. **Investigation Process.** The associate dean/executive director or their designees will conduct an appropriate investigation that will include the opportunity for the student to respond to the alleged violation, either in writing or orally. In all cases, informal attempts will be made to resolve the issue. During the investigation, the associate dean/executive director or their designees may convene a small panel to review the alleged violation. Following the investigation, the associate dean/executive director or their designees will make a decision and notify the student in writing of the decision and any sanctions resulting from the findings.

3. **Appeals.** A student may appeal the decision of the associate dean/executive director or their designees in cases of Code of Conduct violations, other than academic integrity violations. (See Appeals Process in the Student Appeals and Grievances section of this *Walden University Student Handbook*.)

Process for Academic Integrity Violations

1. **Investigation Process.** Should an instructor suspect that a student has violated the academic integrity policy in the Code of Conduct, the instructor will conduct an appropriate investigation, which may include use of a plagiarism detection service and a request that the student provide complete copies of all sources used in the research under question. (If another instructional staff member—such as a research reviewer, editor, or writing tutor—suspects that a student has violated the academic integrity policy in the Code of Conduct, he or she will report the suspicion to the instructor who will then conduct an appropriate investigation.) If the instructor finds that the student has violated the academic integrity policy, he or she will provide written evidence of the violation to the student and give the student an opportunity to respond to this evidence in writing.

   If, after reviewing the student's response, the instructor determines that the student has violated the academic integrity policy, he or she will inform the associate dean/executive director or their designees, and together they will determine which sanction to impose. Possible sanctions include one or more of the following: a requirement to redo work, a reduction in grade for the work, award of a failing assignment grade, award of a failing course or KAM demonstration grade, enrollment in a course on academic integrity, academic suspension, or permanent dismissal from the university. Multiple violations will result in more severe sanctions. The associate

dean/executive director must approve all suspensions or dismissals from the university and will notify students in writing of such action.

Suspected violations of academic integrity that are reported to the university by students or other community members will be investigated by the associate dean/executive director or their designees, and a disposition will be provided to the student in the same manner.

The university believes that upholding academic integrity is among its highest callings and to that end provides educational opportunities for students to explore both the ethical necessity and the technical methods of conducting research that meets the highest standards laid out in the Fundamental Values of Academic Integrity statement. Students who are found to have violated the academic integrity policy but are not dismissed from the university will be required to take and successfully complete with a grade of *B* or better a course on academic integrity to build their understanding and skills in upholding academic integrity. This course must be taken in the term immediately following the finding of academic integrity violation.

2. **Sanctions and Records.** The university takes all violations of the Code of Conduct very seriously and takes actions that are appropriate to the violation.

   In addition to instructor-imposed sanctions, the university can impose additional sanctions upon a student whose violation of the Code of Conduct is severe or follows a prior history. These sanctions include award of a failing course or KAM demonstration grade, including retroactive application of failing grades to past courses or KAM demonstrations; placement on a status of academic warning; revocation of proposal or dissertation approval; academic suspension; and permanent dismissal from the university.

   All disciplinary actions are recorded in the student's file, which remains permanently on record. The existence of a prior violation in a student's file will lead to stronger sanctions for subsequent acts. Students who have been dismissed from the university for violation of the academic integrity policy are not eligible for readmission.

3. **Appeals**. The findings of the associate dean/executive director or their designees in cases of academic integrity violations are final and are not subject to appeal.

Student Appeals and Grievances

Students who wish to appeal a decision related to Code of Conduct violations are advised to first pursue less formal channels for conflict resolution before filing a formal written appeal or grievance.

1. Students with concerns involving academic decisions related to professional conduct or academic dismissal may pursue an academic appeal through the appeals process outlined in this *Walden University Student Handbook*.

2. Students with concerns involving the university's nondiscrimination, nonharassment, or educational access policies are encouraged to first report their concerns to their associate dean/executive director or their designees to allow for appropriate review and investigation of the concerns. If this process does not adequately resolve the issue, the student can then proceed with filing a formal written grievance under the grievance process outlined in this *Walden University Student Handbook*. Often these types of concerns can be resolved without pursuing the formal grievance process.

3. Decisions of the associate dean/executive director or their associate designees related to academic integrity violations (other than academic dismissal), change of grade, Program of Study, or other decisions related specifically to the program, specialization, or concentration curriculum cannot be appealed.

Appeals Process

Students with concerns involving academic decisions related to professional conduct or academic dismissal may pursue an academic appeal to the chief academic officer through this appeals process.

To appeal, the student must submit the electronic <u>Student Academic Appeal</u> form. The form requires a statement of the decision that constitutes the subject matter of the appeal, the grounds on which it is being challenged, and the reasons the student believes that the decision was improperly made. The submission must also include a description of the remedy sought and the informal efforts taken to date to resolve the matter. The appeal must include an allegation of any adverse effects on the student, known to her or him at the time of filing.

This appeal must specifically address the following:

- Were the proper facts and criteria brought to bear on the decision?

- Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the student?

- Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the student?

- Given the proper facts, criteria, and procedures, was the decision one that a person in the position of the decision-maker might reasonably have made?

This appeal may not be made on the basis of general dissatisfaction with the decision of the associate dean/executive director or their designees.

The appeal must be submitted to the chief academic officer of the university. An appeal and all related materials or documents must be submitted electronically within 30 calendar days of the last day of classes of the academic term in which the adverse decision occurred or should reasonably have been discovered. A delay in filing an appeal may, taking all circumstances into account, constitute grounds for its rejection.

The chief academic officer may remand the matter for further consideration to a lower administrative level (including the level at which the original appeal arose), to the coordinator for student academic integrity and conduct review, or to the university ombudsperson, unless the ombudsperson has been previously involved in addressing the issue that gave rise to the appeal. The chief academic officer may attempt to resolve the matter informally, provide a decision on the appeal, or refer the appeal, or any issue therein, to a three-person panel consisting of individuals not associated with the academic unit in which the original appeal was filed. This panel shall consider the matter and report to the chief academic officer as the latter directs.

Should the chief academic officer resolve the matter informally or decide the appeal, he or she shall notify the student (and the party against whose decision the appeal has been filed) in writing of the disposition made of the appeal. Should the chief academic officer refer the appeal, he or she shall inform the student (and the party against whose decision the appeal has been filed) in writing of any referral of the matter and shall specify the matters referred and the directions to the committee or person to whom the referral is

made (including the time frame within which the committee or person is to report back to the chief academic officer).

Normally no more than 45 calendar days should elapse between the filing of the appeal and the disposition by the chief academic officer. If, because of absence of key persons from the university or other exigencies, the chief academic officer judges that prompt disposition is not possible, he or she shall inform the student (and the party against whose decision the appeal has been filed) of this fact in writing, and provide them with an estimate of when a disposition can be expected. The disposition of the appeal, as reported by the chief academic officer, shall be final and not subject to further appeal.

Grievance Process

A student alleging discrimination, harassment, or failure of educational access may contact his or her associate dean/executive director or their designees, for immediate reporting, counseling, and investigation of the concerns. The formal complaint must be submitted via email to the associate dean/executive director or their designees. After attempting this method of resolution, a student may file a grievance according to the grievance procedure set forth in this section. There shall be no retaliation against anyone who files a grievance or otherwise reports discrimination or harassment. Filing of a grievance may, however, initiate reassignment of one or more of the involved parties for a reasonable period to allow for an appropriate investigation of the situation.

The right to confidentiality, both of the complainant and of the accused, will be respected to the extent possible insofar as it does not interfere with the institution's legal obligation or ability to investigate allegations of misconduct brought to the university's attention or to take corrective action when it is found that misconduct has occurred.

A formal grievance must be identified as such in writing and directed to the chief academic officer using the electronic Student Academic Appeal Form. The grievance normally should originate no more than 30 calendar days following a resolution decision by the associate dean/executive director or their designees concerning the complaint or conduct that gave rise to the grievance.

The chief academic officer initially reviews the case to determine appropriate action, which can include referring the matter to an appropriate university office for review. If the conflict is resolved at this stage, no further action is necessary. If the conflict cannot be resolved in this way, the chief academic officer appoints a hearing committee to review the allegations.

A written decision from the committee will be delivered in as timely a manner as possible while allowing for appropriate investigation and consideration, not to exceed 60 calendar days from the date the complaint is filed with the chief academic officer, unless the committee notifies the parties of the need for an extension in order to properly complete the process. The written records are confidential but available for on-site review by the person(s) directly involved.

The decision of the chief academic officer is, in all cases, final, and not subject to appeal.

Note to Arizona Residents
The Arizona State Board for Private Postsecondary Education requires all institutions to have a published grievance procedure that includes reference to a student's right to file a complaint with the Arizona state board. In the event a complaint from an Arizona student cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the state board for further details. Arizona

State Board for Private Postsecondary Education, 1400 W. Washington Street, Room 260, Phoenix, AZ 85007; 1-602-542-5709; http://azppse.state.az.us.

Note to Tennessee Residents
The Tennessee Higher Education Commission requires that all students know of their rights in a grievance situation, including contacting the Tennessee Higher Education Commission, Nashville, TN 37243-0830, 1-615-741-5293, if grievances are not resolved at the institutional level.

Note to South Carolina Residents
The South Carolina Commission on Higher Education requires that all students know of their rights in a grievance situation, including contacting the South Carolina Commission on Higher Education, Nonpublic Postsecondary Institution Licensing Division, 1333 Main Street, Suite 200, Columbia, SC 29201, 1-803-737-2260, if grievances are not resolved at the institutional level.

Professional Competence

All Walden University students are expected to remain in good academic standing throughout their studies in accordance with university requirements. However, there are situations in which students may be in satisfactory academic standing but exhibit behaviors that bring question upon their capacity as professionals.

Student Professional Competence Policy

There are a number of professional skills and characteristics that are important for those who provide services to children, adolescents, and adults, as well as to professional organizations, in a variety of settings. These interpersonal/professional skills include, but are not limited to, adherence to ethical standards published by professional organizations, professional deportment, sensitivity to client issues, and appropriate use of supervision. Situations can arise in which instructors, students, or other professionals observe behaviors by other students that demonstrate a lack of appropriate interpersonal or professional skills. The purpose of this policy is to provide a set of procedures that will be used by Walden instructors to address such issues.

For the purposes of this procedure, a distinction is made between different types of behaviors that impede a student's development. These include (1) problem behaviors, (2) inappropriate/unprofessional conduct, and (3) critical behaviors.

1. **Problem Behaviors.** Problem behaviors occur when a student's attitude and/or behavior is of concern and requires remediation but is not unexpected for professionals in training. These types of behaviors include, but are not limited to, performance anxiety, discomfort with clients of diverse ethnic backgrounds, and lack of appreciation for agency rules and expectations. These types of behaviors can typically be remediated with feedback and further training and supervision, do not result in the potential for physical and/or emotional harm to others, are limited in duration and will likely not develop into an inappropriate/unprofessional conduct situation.

2. **Inappropriate/Unprofessional Conduct.** Inappropriate/unprofessional conduct is defined broadly as an interference in professional functioning that is reflected in one or more of the following ways:

   • An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior

- An inability to acquire professional skills in order to reach an acceptable level of competency
- An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning

Problems typically become identified as inappropriate/unprofessional conduct when they include one or more of the following characteristics:

- The student fails to acknowledge, understand, or address the problem when it is identified, resulting in further manifestations signifying a more pervasive problem.

- The problem is not merely a reflection of a skill deficit that can be remediated by academic or didactic training. In this case, a group of professional experts (instructors) determines that the deficit is likely not correctable.

- The quality of services delivered by the student is sufficiently negatively affected.

- The problem negatively affects other students' learning.

- A disproportionate amount of attention and intervention by training personnel/instructors is required to remediate the problem.

- The student's behavior does not change as a function of feedback, remediation efforts, and/or time.

3. **Critical Behaviors.** While these behaviors can occur in the online learning environment, they are most likely to manifest during face-to-face meetings (e.g., residencies and meetings associated with coursework). Critical behaviors put, or have the potential to put, students or instructors and staff (including oneself) at risk for physical harm or serious emotional distress. These types of behaviors include, but are not limited to, being under the influence of drugs or alcohol, carrying a weapon, sexual or other types of harassment, suicide ideation, verbal abuse, exhibiting psychological problems (e.g., those associated with such things as psychosis or mania), threats of harm, intimidation, and abusive or threatening postings. These behaviors may result in legal, law enforcement, medical, and/or mental health interventions. The procedures for addressing these behaviors are covered under the Nonharassment and Professional Conduct sections in the Code of Conduct in this *Walden University Student Handbook*.

Confidentiality

In accordance with the provisions of the Federal Family Educational Rights and Privacy Act (FERPA) of 1974, any information related to an alleged violation of the university's Code of Conduct or the outcome of an investigation or appeal must be treated as strictly confidential by the instructors and staff of Walden University.

Petitions for Policy Exceptions

Excluding matters covered under the policies regarding academic appeals related to the Code of Conduct, grievances, transfer-of-credit evaluations, admission, and grade appeals, all exceptions to university policies must be formally petitioned within 30 calendar days of the last day of classes of the academic term in which the situation occurred, using the Student Petition Request form. Supporting documentation must accompany all petitions. All supporting documentation must be submitted within the same 30-calendar-day time frame as the petition in order for the request to be considered. There will be no consideration of any petitions or supporting materials beyond 30 calendar days of the last day of classes for the term.

The student bears the responsibility to submit all relevant documentation, including email correspondence, curriculum materials, and external documents supporting the petition. Petitions must be submitted **electronically** via an appropriate Web form or by emailing petitions@waldenu.edu.

Once the petition is received, an academic advisor will review and verify the submitted documentation. The advisor may contact any of the parties named in the petition to verify information. The advisor will determine whether or not the petition falls into the category of an exception to university policies.

After the documentation has been verified, the academic advisor will forward it to the student's associate dean/executive director or their designees, with a recommendation, if appropriate. The associate dean/executive director or their designees will review the information, make a decision recommendation to the bursar, notify the student in writing of the decision, and notify any relevant university offices. The decision of the bursar will be final.

Student Education Records

Walden University retains its academic records based on the guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Notification of FERPA Rights

Walden University retains its academic records based on the guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

The Family Educational Rights and Privacy Act (FERPA) of 1974 affords students certain rights with respect to their education records. These rights include the following:

1. The right to **inspect and review** their education records within 45 calendar days of when the university receives a request for access. Students should submit to the registrar a written request identifying the records they want to inspect. The registrar will make arrangements for access and notify the students of when and how the records will be made available for inspection. The university may charge a fee for copies of records.

2. The right to **request the amendment** of their education records that students believe are inaccurate, misleading, or otherwise in violation of student privacy rights under FERPA. Students should write to the registrar, clearly identify the part of their records they want changed, and

specify why that change should be made. If the university decides not to amend a record as requested, the university notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide **written consent before the university discloses personally identifiable information** contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A *school official* is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a *legitimate educational interest* if the official needs to review an education record to fulfill his or her professional responsibilities for the university. Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The **right to file a complaint** with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The office that administers FERPA is

> Family Policy Compliance Office
> U.S. Department of Education
> 400 Maryland Avenue, SW
> Washington, DC 20202-5901

Disclosure of Student and Alumni Information

The university may disclose public, or directory, information at its discretion. Under FERPA, currently enrolled students and alumni have the right to request suppression of designated directory information. To request suppression of directory information, students and alumni can submit a written request to the Student Support team at reghelp@waldenu.edu at any time.

Public (Directory) Information

- Name, address, and telephone number
- Email address
- Major field of study
- Enrollment status
- Program start date
- Dates of attendance
- Degrees and awards
- Previous institutions attended

Non-Public (Private) Information

Information other than directory information is not public and may not be released except under certain prescribed conditions.

Non-releasable information includes the following:

- Grades
- Courses taken
- Test scores
- Advising records
- Educational services received
- Disciplinary actions
- Social Security number

Changes to Personal Information

The Office of the Registrar is responsible for ensuring the accuracy of student academic records. Students should keep their contact information up to date by changing it on their myWalden university portal or by emailing any changes to infochanges@waldenu.edu.

For name changes or corrections to names or Social Security numbers, students must provide a signed written request by mail or by fax to 1-410-843-6416.

These requests must include a Walden ID number or Social Security number, and a copy of legal documentation of the requested change or correction. Legal documentation can be a copy of a driver's license, Social Security card, marriage certificate, or court order, such as a divorce decree.

Name changes need to reflect the exact name on the legal documentation provided: nicknames, middle names, alternate spellings, or abbreviations cannot be used in official university records, unless these are confirmed as legal names.

For a correction to a Social Security number, a copy of the Social Security card must be provided. This documentation will be maintained by the university to authenticate changed data.

Student Address, Telephone, and Name Change Requests

Students are responsible for keeping their contact information accurate and current. Students may update their contact information by changing it on their myWalden university portal or by emailing changes to infochanges@waldenu.edu.

Students requesting corrections or changes to their name or Social Security number must submit a signed written request by mail or by fax to 1-410-843-6416. These requests must include a Walden ID number or Social Security number, and a copy of legal documentation of the requested change/correction. Legal

documentation can be a copy of a driver's license, Social Security card, marriage certificate, or court order, such as a divorce decree. Name changes need to reflect the exact name on the legal documentation provided: nicknames, middle names, alternate spellings, or abbreviations cannot be used in official university records, unless these are confirmed as legal names. For a correction to a Social Security number, a copy of the Social Security card must be provided. This documentation will be maintained by the university to authenticate changed data.

Student Identification Cards

An official ID card includes a student's first name, last name, and student ID number is available for printing through the myWalden portal. For more information, students can email idcards@waldenu.edu.

Walden Awards and Honoraria

Walden Awards

More detailed information about these awards is provided on the Walden Awards page. For more information, please send an email to awards@waldenu.edu.

Above and Beyond Award
The Above and Beyond Award is presented annually to a friend or family member of a graduating student whose support above and beyond the call of duty made it possible for the graduate to achieve her or his goal. Graduating students make the nominations.

Bernard L. Turner Award
The Bernard L. Turner Award was created to honor the unique contributions to American higher education of Bernard L. Turner, chairman of the board (emeritus) and founding president of Walden University. Turner was an innovator in distance graduate-level distance education for professionals, and his lifelong concerns for critical thinking and social change left an indelible mark on the Walden curriculum. A passionate advocate for equal educational opportunity and social justice, he made the Walden dream a reality with persistence and dedication. This award is presented to the research mentor (that is, the chair of the dissertation committee) of the Harold L. Hodgkinson Award recipient.

Contribution to the Profession Award
The Contribution to the Profession Award is presented annually to a graduate whose program of study or research has made an important contribution to his or her profession. Walden University faculty members and staff make the nominations.

Extraordinary Faculty Award
The Extraordinary Faculty Award annually recognizes an outstanding Walden University faculty member from each academic unit who exemplifies the university's core values of quality, integrity, and student-centeredness. Current students, alumni, and faculty members make the nominations.

Frank Dilley Award
The Frank Dilley Award is bestowed annually upon a Walden University graduate whose dissertation is judged as meeting the highest standards of academic excellence. This award was created to honor the singular academic contributions to North American higher education of Dr. Frank Dilley to recognize his dedication to Walden University's academic programs. Dilley personifies Walden's pioneering spirit, and he greatly contributed to the success of the university.

Harold L. Hodgkinson Award
The Harold L. Hodgkinson Award is bestowed annually upon a Walden University graduate whose dissertation is judged as meeting the highest university standards of academic excellence. This award was created to honor the dedicated life and distinguished career of one of the nation's foremost experts in

demography, Dr. Harold L. Hodgkinson, and to recognize his instrumental role in the establishment and academic development of Walden University.

NTU Outstanding Student Award
The NTU Outstanding Student Award was created to honor the heritage of the NTU School of Engineering and Applied Science. The award is presented annually to a student in any one of the NTU School's programs whose work best exemplifies academic and professional excellence. Walden faculty members and staff make the nominations.

Outstanding Alumni Award
The Outstanding Alumni Award annually recognizes a Walden graduate who is an exemplar of the Walden scholar-practitioner and who has made exceptional contributions to her or his profession, discipline, or community since graduation. The individual's contributions typify and personify the mission of Walden University. Third-party references and/or empirical evidence attest to the results of the individual's contributions, which have positively affected or enhanced her or his profession or discipline. Current students, alumni, and faculty members make the nominations.

Outstanding Ed.D. Doctoral Study Award
The Outstanding Ed.D. Doctoral Study Award is bestowed annually upon a graduate of the Walden Doctor of Education (Ed.D.) program whose doctoral study is judged as meeting the highest standards of academic excellence and as having extraordinary potential for impact on an educational system or institution, student issue, classroom, or learning environment as applied by the Ed.D. graduate.

Outstanding Thesis Award
The Outstanding Thesis Award is awarded annually to the Walden graduate whose thesis is judged as meeting the highest standards of academic excellence.

Presidential Award for Faculty Excellence
The Presidential Award for Faculty Excellence is bestowed annually on two faculty members who have shown outstanding contributions in the past year through achievements, proven student-centeredness, and a true commitment to serving Walden's mission of achieving positive social change.

Rita Turner Award
The Rita Turner Award was created to honor the total commitment to the founding and sustaining of Walden University by Rita Turner, co-founder of the university. Her shared vision of the university, careful attention to major organizational issues, supervision of complex operational details, and concern for fiscal accountability made it possible not only for the university to flourish during its first two decades, but also to grow into the unique global institution it is today. This award is presented to the research mentor (that is, the chair of the dissertation committee) of the Frank Dilley Award recipient.

Undergraduate Academic Recognition

President's List for Undergraduates

A President's List for undergraduates will be calculated and generated twice a year to coincide with commencement. Matriculated undergraduate students with a cumulative grade point average of 3.5 or higher will be recognized as follows:

- President's List with highest honors: 4.0
- President's List: 3.5–3.99

A minimum of four classes must be taken at Walden in each half-year time period.

Undergraduate Latin Honors

Latin Honors are awarded to graduating seniors with a cumulative grade point average of 3.5 or higher:

- Cum laude: 3.500–3.749
- Magna cum laude: 3.750–3.899
- Summa cum laude: 3.900 and above

The Latin Honors type will appear on a student's Walden transcripts and in the commencement program. Undergraduate students must complete a minimum of 45 credit hours at Walden University to qualify.

Note: **GPAs are not subject to rounding and must be exact.**

Presidential Commendation for Undergraduate   Academic Achievement

Walden University recognizes the significant accomplishment of undergraduate students who achieve a perfect cumulative grade point average in their undergraduate work. Students with a perfect (4.0) G.P.A. at the time of graduation will receive a Presidential Commendation for Academic Achievement. Recipients will wear a presidential medallion throughout the graduation ceremony and will be recognized in the commencement program.

Presentation Honoraria

Graduate students and alumni who present refereed or peer-reviewed papers or posters at regional, national, or international meetings or publish papers in peer-reviewed journals based on work completed at Walden are eligible for a $300 honorarium. Graduate students and alumni can receive the honorarium only once per academic year (September 1–August 31).

The criteria and procedures for applying for the honorarium are as follows:

- Following the presentation, the student/graduate must submit to the associate dean of his or her academic unit a hard copy of appropriate sections of the conference program showing the conference name and presentation title/abstract and date, and the name, title, and academic institutional affiliation of the presenter.

- Walden must be the only academic institutional affiliation listed for the student/graduate receiving the honorarium.

- The student/graduate must complete and submit Internal Revenue Service Form W-9 Request for Taxpayer Identification Number and Certification. The form may be obtained from the academic unit's administrative assistant.

- For current students, the presentation/poster session must be based on work conducted as a Walden student. For alumni, the presentation/poster session must be based on the thesis, research project, or dissertation.

- The presentation/poster session must be presented at a regional, national, or international meeting.

- The presentation/poster session must have been refereed or peer-reviewed.

- The student/graduate must personally make the presentation or accompany the poster session. To apply for honoraria, students should submit all documentation to the administrative support team in their respective academic unit.

12/09