

Walden University

**2018–2019**  
**Walden University**  
**Student Handbook**

**March 2019**

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**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*

# Catalog Home

## Welcome to the Student Handbook

**Information in this version of the Walden University Student Handbook is effective as of February 25, 2019, unless otherwise noted.**

- *Section 1. Introduction*
- *Section 2. About Walden University*
- *Section 3. Student Expectations and Responsibilities*
- *Section 4. Academic Calendar, Admission, and Enrollment*
- *Section 5. Tuition and Financial Aid*
- *Section 6. Academic Progress and Grading Policies*
- *Section 7. Learning Modalities and Resources*
- *Section 8. Student Support Services*

*Walden University is accredited by The Higher Learning Commission, <https://hlcommission.org/>.*

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

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

*Walden University publications, including the Catalog and Student Handbook, represent current curricula, educational plans, offerings, requirements, tuition, and fees. These may be modified or discontinued from time to time in the university's sole discretion to carry out the university's purposes and objectives. Neither the provisions of this document, nor the acceptance of students through registration and enrollment in the university constitutes a contract or an offer of a contract.*

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# What's New? (February 2019)

This page will list policies and procedures that are either new or have had significant revisions recently. All items are effective as of **February 25, 2019**, unless otherwise noted. The dates listed after each item indicate when a change was entered into the handbook and took effect.

- The Bahamas (Added 1/8/2019)
- Academic Calendar and Registration Policies (At-A-Glance Calendar updated with Spring/Summer 2019 quarters 1/2/2019)
- Academic Progress Benchmarks (Chart) (Undergraduate Certificate in Data Science added 1/17/2019; BS in Elementary Education updated 2/1/2019 *and* Basic Skills Test Options, Registration Information, and Official Score Reports updated 2/25/2019; Master of Arts in Education (MAT) in Special Education (SPED) Transition Points *and* Basic Skills Test Options, Registration Information, and Official Score Reports updated 2/25/2019)
- Academic Skills Center (Updated 1/23/2019)
- Admission Requirements (9/6/2018)
- Articulation and Partnership Agreements (Page revised 12/13/2018)
- Confidentiality (Updated 2/5/2019)
- Course Grading Scales (*XF/XU* information added 1/23/2019; Undergraduate Grades That Count Toward Credits Attempted: Failed Course Grade Sanction added 2/15/2019)
- Doctoral Writing Assessment (Updated 2/1/2019)
- Field Experience in Master of Social Work (MSW) (Updated 2/1/2019)
- Grade Point Average (*XF/XU* information added 1/23/2019)
- Institutional Review Board: Scope of Authority (Updated 2/12/2019)
- Iowa (Licensure language updated 12/14/2018)
- Jamaica (Added 1/8/2019)
- KAM Assessor Policies (Updated 1/30/2019)
- KAM Demonstrations (Updated 1/30/2019)
- KAM Grades and Credit Award (Updated 1/30/2019)
- KAM Learning Agreements (Updated 1/30/2019)
- KAM Registration Policies (Updated 1/30/2019)
- Leave of Absence (9/7/2018; For Iowa National Guard or Reserve Forces Only updated 1/2/2019)
- Quarter-Based Programs (Updated with Spring/Summer 2019 quarters 1/2/2019)
- Quarter-Based Programs for 2018–2019 (Tuitions and Fees) (Tuition Rate [Effective for courses starting on or after February 25, 2019] added 11/2/2018; 11/6/2018; Undergraduate Certificate in Data Science added 1/17/2019)
- Readmission After Dismissal for Low GPA or Failing the Same Required Course Twice (Failing the Same Required Course Twice [Undergraduate Students Only] added 2/25/2019)

- Registration Policies (Registration Periods updated *and* Failed Course Grade Sanction added 2/25/2019)
- Repeating a Course (Undergraduate Students updated 2/25/2019)
- Residency Policies (Military Services removed 2/25/2019)
- Review Process for Code of Conduct Violations (General Process—Investigation Process and Process for Academic Integrity Violations—Sanctions and Records updated 2/15/2019)
- The Richard W. Riley College of Education and Leadership (9/6/2018)
- Semester-Based Programs for 2018–2019 (Tuitions and Fees) (2018–2019 Tuition Rates [Effective for courses starting on or after January 7, 2019] added 11/2/2018 and adjusted 11/7/2018)
- State Authorization and International Approval Statements (Previously "Licensure": Changed title and added The Bahamas and Jamaica 1/8/2019)
- Student Employment (Added 2/5/2019)
- Transcript Requests (Updated 1/23/2019)
- Transfer Maximum by Program (Chart) (9/6/2018; 9/20/2018; Undergraduate Certificate in Data Science added 1/17/2019)
- Washington State (Licensure language updated 12/14/2018)

# Section 1. Introduction

- A Message for Students
- About the Student Handbook
- How to Use This Handbook
- Where to Look
- What's New? (February 2019)

## A Message for Students

### Welcome to Walden University 2018–2019

Dear Student,

It is my pleasure to welcome you to a new academic year at Walden University. At Walden, we continually look for ways to improve your learning experience, and our dedicated faculty and staff are here to support you at every step of your learning journey. It is our hope that you, in turn, will apply what you learn at Walden to make a positive impact in your community, profession, and society.

Our Walden catalog should be your resource for information on programs and curriculum. Please note that you are subject to the degree requirements for the catalog published during the year of your admission to Walden. Our catalog offers a "What's New?" page to keep you updated on new programs and courses or significant changes in existing programs and courses.

I also encourage you to review the Student Handbook for our most current policies and procedures. The "What's New?" page of the handbook highlights the most recent changes for your convenience. We encourage your feedback about the catalog and handbook by sending your comments to [catalog@mail.waldenu.edu](mailto:catalog@mail.waldenu.edu).

As you begin your courses, be sure to take advantage of our wide range of services designed to support your student success. Our student success advisors, Customer Care Team, library staff, and academic skills center team are available to offer advice and assistance. Your myWalden portal provides a detailed description of other services and information that will benefit you throughout your time with us.

On behalf of Walden's entire academic and support services team, thank you for choosing Walden to continue your education. We look forward to assisting you in any way we can.

Sincerely,

Eric Riedel, PhD

Provost and Chief Academic Officer

# About the Student Handbook

## Navigation

**Student Handbook:** Select from the topics listed on the right navigation pane. For more information, click the "Help" button (upper right) or select How to Use This Handbook.

**Catalog:** To access the Catalog, select "2018-2019 Catalog," from the drop-down menu in the upper-right corner of this page.

**University Guidebooks:** On the drop-down menu in the upper-right corner of this page, select "University Guidebooks."

## Content

The *Walden University Student Handbook* is the primary resource for academic policies and procedures, academic and student resources, and financial services policies for Walden students. The handbook is available only on this website.

Students who are admitted for, and enrolled during, the 2018–2019 academic year are subject to the policies and procedures described in this *Walden University Student Handbook*. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period. Students can keep up to date on new or revised policies and procedures by accessing the What's New? page.

Neither the provisions of this *Walden University Student Handbook* nor the acceptance of students to the university through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. The university further reserves the right to require a student to withdraw from the university for cause at any time.

## Walden Offices

### Academic Offices

100 Washington Avenue South, Suite 900

Minneapolis, MN 55401

Phone: 1-612-338-7224 or 1-800 WALDENU (1-800-925-3368)

Fax: 1-612-338-5092

### Administrative Offices

650 S. Exeter Street

Baltimore, MD 21202

Phone: 1-866-4WALDEN (1-866-492-5336)

Fax: 1-410-843-8104

**Walden University website:** <http://www.WaldenU.edu>

We understand that sometimes you would like to speak to a faculty or staff member face to face; however, Walden's academic offices are primarily for staff, faculty, and leadership to coordinate the day-to-day operations of the university and are not designed to accommodate student visits.

If you would like to meet your faculty or a staff member in person, Walden **does** offer local events where you can meet university representatives who are available to answer your questions. Please visit our events page for more details.

Should a more pressing concern arise, please follow prescribed procedures as detailed within this handbook or your online classroom. Our Student Success Advising Team is also available to assist you Monday through Friday, 7 a.m. to 7 p.m. Central time at 1-800-WALDENU (1-800-925-3368).

## Where to Look

<b>Topic</b>	<i>Walden University Catalog</i>	<i>Walden University Student Handbook</i>	<b>University Guidebooks</b>	<b>Website</b>
Accelerate Into Master's (AIM)	x			<a href="https://www.waldenu.edu/admissions/accelerate-into-masters-aim-program">https://www.waldenu.edu/admissions/accelerate-into-masters-aim-program</a>
Student Success Advising		Student Success Advising Team		<a href="https://www.waldenu.edu/experience/support-services">https://www.waldenu.edu/experience/support-services</a>
Admission Requirements		Admission Requirements		<a href="http://www.waldenu.edu/admissions/requirements">http://www.waldenu.edu/admissions/requirements</a>
Bursar		Bursar		<a href="http://www.waldenu.edu/financial-aid/bursar">http://www.waldenu.edu/financial-aid/bursar</a>
Capstone	x			<a href="http://www.waldenu.edu/experience/learning/capstone">http://www.waldenu.edu/experience/learning/capstone</a>
Code of Conduct		Code of Conduct		
Curriculum	x			
Degrees	x			<a href="http://www.waldenu.edu/programs">http://www.waldenu.edu/programs</a>
Disability Services		Disability Services		<a href="https://www.waldenu.edu/experience/support-services">https://www.waldenu.edu/experience/support-services</a>
Dissertation	x	Final Projects: Dissertation	x	

Doctoral Study	x	Capstone Research: Dissertation or Doctoral Study	x	<a href="http://www.waldenu.edu/doctoral/learning-models/doctoral-study">http://www.waldenu.edu/doctoral/learning-models/doctoral-study</a>
Faculty Members	x			<a href="https://www.waldenu.edu/about/faculty">https://www.waldenu.edu/about/faculty</a>
Field Experiences	x	Field Experiences	x	
Final Projects	x	Final Projects	x	
Financial Aid		Financial Aid		<a href="https://www.waldenu.edu/financial-aid">https://www.waldenu.edu/financial-aid</a>
KAMs, Policies and Procedures		KAM Assessor Policies	x	
Licensure	x	State Authorization and International Approval Statements		
Minors	x	Undergraduate Minors		
Registrar		Registrar		
Residencies		Academic Residencies and Requirements		<a href="http://www.waldenu.edu/experience/learning/residencies">http://www.waldenu.edu/experience/learning/residencies</a>
Specific Courses	x			<a href="http://www.waldenu.edu/programs/individual-courses">http://www.waldenu.edu/programs/individual-courses</a>
Specific Programs	x			<a href="http://www.waldenu.edu/programs">http://www.waldenu.edu/programs</a>
Student Responsibilities		Student Responsibilities		

ty for Technology		ty for Technology		
Thesis		Capstone Research: Master's Thesis	x	
Transfer of Credit		Transfer of Credit		<a href="http://www.waldenu.edu/admissions/degree-acceleration">http://www.waldenu.edu/admissions/degree-acceleration</a>
Tuition and Fees		Tuitions and Fees (November 2018)		<a href="http://www.waldenu.edu/financial-aid/tuition-fees">http://www.waldenu.edu/financial-aid/tuition-fees</a>
University Vision and Mission	X	Vision, Mission, and Goals		

Students should contact their student success advisor with other questions about where to find information.

# Section 2. About Walden University

- About Walden University
- History
- Vision, Mission, and Goals
- Social Change
- Accreditation
- State Authorization and International Approval Statements
- Legal Information
- Walden Awards and Honoraria

## About Walden University

For more than 45 years, Walden University has provided an engaging learning experience for working professionals. As an accredited institution, 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:

- **Our diverse and comprehensive core curriculum:** Walden University provides our students with 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 you, our students, balance your education with your personal and professional lives. Walden's library, tutoring, and other student services also provide essential resources.
- **Real-world application:** Degree programs are developed by scholar-practitioners who continually assess courses to make sure they are current and relevant.
- **International perspectives:** Walden University is part of the Laureate International Universities global network of 70 accredited campus-based and online universities in 25 countries, serving more than 1,000,000 students around the world. As a student in the *Laureate International Universities* network, you have an unprecedented opportunity to expand your international outlook and gain insights that you can apply directly to your 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

*"I learned this, at least, by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."*

—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 (EdD) 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, FL, to Minneapolis, MN, 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 PhD 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, healthcare, 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 MS 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.

In 2010, Walden celebrated its 40th anniversary. The Commission on Collegiate Nursing Education (CCNE) granted accreditation to Walden's Bachelor of Science in Nursing (BSN) Completion Program and reaccredited the Master of Science in Nursing program for 10 more years. Also in that year, Walden awarded Nelson Mandela an honorary doctorate degree.

The PhD in Management, Master of Business Administration (MBA), and BS in Business Administration programs were accredited by the Accreditation Council for Business Schools and Programs (ACBSP) in 2011. That same year, President Bill Clinton addressed more than 4,700 graduates from 39 countries at Walden's 46th Commencement Ceremony, saluting their commitment to higher education while urging them to turn good intentions into positive change.

In 2012, Cynthia G. Baum, PhD, was named the ninth president of Walden after serving as vice president of the College of Health Sciences and the College of Social and Behavioral Sciences and, more recently, as executive vice president of Walden. The Richard W. Riley College of Education and Leadership received accreditation by the National Council for Accreditation of Teacher Education (NCATE), which was considered a significant milestone in Walden's more

than 40-year history of educating educators. Continuing the commitment to high-quality education, the Doctor of Business Administration (DBA) program was accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The year 2013 was significant for several reasons: The Higher Learning Commission (HLC) reaffirmed Walden University's accreditation for 10 years, the maximum period of time granted. The next reaffirmation of accreditation is scheduled for 2022–2023. Walden also marked a milestone as it celebrated its 50th Commencement Ceremony on Saturday, Aug. 17, 2013, at the Minneapolis Convention Center, with more than 600 graduates and 2,800 guests. The newest alumni are part of a graduating class of nearly 6,000 students representing 50 U.S. states and 65 countries who have completed their bachelor's, master's, doctoral, or education specialist degree programs at Walden during the past 6 months. Also, Walden University's dedicated day of service to others—a tradition of carrying out its mission of positive social change—became Global Days of Service, a week-long international event.

Additionally, the Doctor of Nursing Practice (DNP) program, in its first year of eligibility, received professional accreditation from the Commission on Collegiate Nursing Education (CCNE), and the BS in Information Technology program was accredited by the Computing Accreditation Commission (CAC) of ABET.

In July 2014, Walden celebrated its 52nd Commencement with its largest graduating class in attendance. Dr. Condoleezza Rice, former secretary of state, addressed more than 1,100 graduates and 5,500 guests, faculty, administration, and staff. Rice received an honorary Doctor of Humane Letters, honoris causa degree, from Walden. The newest alumni included the first graduates from the Executive Master of Business Administration (EMBA) program and were part of a graduating class of nearly 5,500 students representing all 50 U.S. states and more than 70 countries.

The PhD in Counselor Education and Supervision and MS in Marriage, Couple, and Family Counseling programs were accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These programs joined the university's already accredited MS in Clinical Mental Health Counseling program, making Walden one of the few institutions that offers these CACREP-accredited counseling programs online.

2015 marked Walden's 45th anniversary. Jonathan Kaplan became Walden's president, and the university continued its trend of forward-thinking education by introducing Tempo Learning®, a self-paced, competency-based education experience. Walden's first program to utilize this format is the MS in Early Childhood Studies.

In 2016, Walden University's School of Social Work and Human Services was officially renamed the Barbara Solomon School of Social Work and Human Services to honor Dr. Barbara Solomon for her contributions as a social work professional and scholar throughout her 50-year career. Dr. Solomon's research and work have focused on improving social and mental health care services for underrepresented populations. As a board member, she has been an integral advisor for Walden's social work and human services programs.

This year, Walden University achieved another milestone when our Master of Social Work (MSW) program achieved accreditation by the Council on Social Work Education (CSWE)—making Walden the first fully online institution to offer a CSWE-accredited MSW program.

Graduating from a CSWE-accredited program is required for licensure in most states and helps our MSW graduates advance in their field.

2016 was also a pivotal year for Walden's undergraduate students. The College of Undergraduate Studies became the Center for General Education (CGE). This shift allows students to focus more intensely on their particular discipline while enabling our educators and administrators to develop exemplary general education courses.

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

<i>Walden University's Academic Structure</i>
<b>The Richard W. Riley College of Education and Leadership</b> <ul style="list-style-type: none"><li>• Division of Higher Education, Adult Learning, Administration and Leadership</li><li>• Division of Teaching, Learning, and Professional Licensure</li></ul>
<b>College of Health Sciences</b> <ul style="list-style-type: none"><li>• School of Health Sciences</li><li>• School of Nursing</li></ul>
<b>College of Management and Technology</b> <ul style="list-style-type: none"><li>• School of Information Systems and Technology</li><li>• School of Management</li></ul>
<b>College of Social and Behavioral Sciences</b> <ul style="list-style-type: none"><li>• School of Counseling</li><li>• School of Psychology</li><li>• School of Public Policy and Administration</li><li>• Barbara Solomon School of Social Work and Human Services</li></ul>

Walden's academic offices are located in Minneapolis. The administrative offices are headquartered in Baltimore.

## **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.

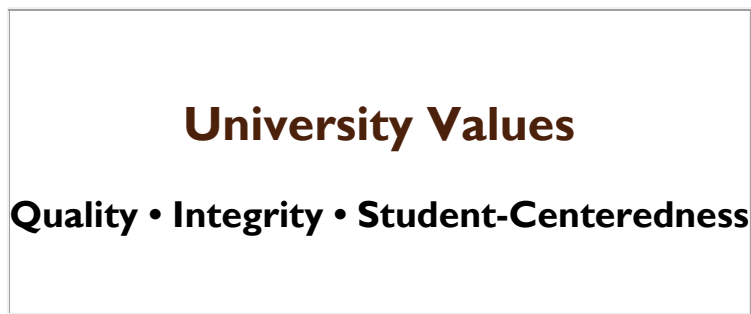
## Goals

- 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 Outcomes

Walden University strives to produce graduates with the knowledge, skills, and abilities to:

1. Facilitate positive social change where they work, in their communities, and in society.
2. Use their knowledge to positively impact their profession, communities, and society.
3. Demonstrate a commitment to lifelong learning.
4. Apply their learning to specific problems and challenges in their workplace and professional settings.
5. Demonstrate information literacy.\*  
*\*Information literacy is defined as the ability to know when there is a need for information, and being able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.*
6. Demonstrate an understanding of the methods of inquiry used in their professional or academic field.
7. Practice legal and ethical integrity in their professional work.
8. Effectively communicate their ideas and the rationale behind them to others.
9. Support diversity and multiculturalism within their profession, communities, and society.



## Values

Three values—quality, integrity, and student-centeredness—are the core of the university and the touchstones for action at all levels of the organization. They demand high standards of excellence, uncompromising openness and honesty, and primary attention to the progress of our students. These values and principles give Walden University its unique identity and underpin the Walden University mission.

### Quality

- Walden University believes that quality and integrity are the cornerstones of all academic processes.
- Walden University believes in innovation and flexibility in the conception and delivery of its educational programs, and that there are many different academic routes to achieve quality and integrity.

### Integrity

- Walden University believes that education and social change are fundamental to the provision and maintenance of democratic ideals and principles, especially that of the common good.
- Walden University believes that its learners effect positive social change when they behave as reflective or scholarly practitioners.
- Walden University believes that the inquiry/action model fosters critical thinking and underpins research and discovery for reflective practitioners (bachelor's and master's students) and scholar-practitioners (doctoral students). This model provides the framework for teaching, learning, and assessment.

### Student-Centeredness

- Walden University believes that all adult learners should have innovative educational access, especially those who are without opportunity in other venues.
- Walden University believes that academic programs must be learner-centered, incorporating learners' prior knowledge and allowing them to focus their academic work on their needs and interests.

# College and School Mission and Vision Statements

- Center for General Education
- 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
  - School of Management
  - School of Information Systems and Technology
- College of Social and Behavioral Sciences
  - School of Counseling
  - School of Psychology
  - School of Public Policy and Administration
  - Barbara Solomon School of Social Work and Human Services

## Center for General Education Mission and Vision

### ***Mission***

The aim of the Center for General Education (CGE) at Walden University is to provide an international community of adult learners with an undergraduate education that lays the foundation for graduate study and successful careers. The resources provided by the Center for General Education to Walden's undergraduate programs assist students in better transforming themselves into agents of positive social change.

### ***Vision***

The Center for General Education envisions a multidisciplinary program of coursework that offers an international community of adult learners the essential skills, knowledge, and ethical frameworks to address real-world problems. The Center for General Education strives to help students gain perspectives that will allow them to contextualize contemporary events and inspire them to seek ways to positively impact their communities and the larger world.

## The Richard W. Riley College of Education and Leadership Mission and Vision

### ***Vision***

The Richard W. Riley College of Education and Leadership fosters a dynamic and diverse network of educational leaders who seek to support learners globally by leveraging the power of teaching and technology and who are committed to the pursuit of positive social change through education.

## ***Mission***

The Richard W. Riley College of Education and Leadership provides access to high-caliber programs that prepare learners as scholar-practitioners and leaders who can inspire, influence, and impact their diverse communities by helping to meet the challenges and opportunities of education worldwide.

## **College of Health Sciences Mission and Vision**

### ***Vision***

To be recognized as a preeminent college of health sciences producing innovative leaders who engage in critical and creative thinking to address the health needs of local and global communities through the delivery of health care services, research and education.

### ***Mission***

To offer academic programs in the health sciences using a scholar-practitioner model to prepare health professionals who embrace social change, critical thinking, and evidence-based decision-making and action and who contribute to the physical, social, mental, emotional and spiritual well-being and greater good of individuals and local and global communities.

## **School of Health Sciences Mission and Vision**

### ***Vision***

The School of Health Sciences envisions healthy communities defined by physical, social, mental, emotional, and spiritual well-being, free from illness, disease, and injury which cause suffering, premature death, and diminished quality of life.

### ***Mission***

The School of Health Sciences provides innovative educational programs using a scholar-practitioner model to equip a diverse array of learners as social change agents who will promote, educate, motivate, and advocate for healthy communities.

## **School of Nursing Mission and Vision**

### ***Vision***

The School of Nursing envisions recognition as a preeminent 21st-century school of nursing in which the contributions of nursing, health, and related sciences will transform the provision of nursing services along the continuum of care and across the human life span to meet the needs of individuals and local and global communities.

### ***Mission***

The School of Nursing provides academically rigorous and culturally and contextually relevant educational programs, based in the scholar-practitioner model, for a diverse array of nursing professionals seeking enhancement of critical thinking skills, abilities to select and implement evidence-based practices, and core and specialty nursing knowledge in order to transform society.



## **College of Management and Technology Mission and Vision**

### ***Vision***

To be recognized as a 21st-century leader in management and information technology education to influence social change and societal advances

### ***Mission***

To educate students to think critically and to create or apply knowledge of management or information technology for the benefit of society and individual.

## **School of Information Systems and Technology Mission and Vision**

### ***Mission***

To educate and prepare professionals to be effective and ethical managers and leaders in the fields of information systems and information technology.

### ***Vision***

To provide an effective and engaging learning environment that helps professionals apply their acquired skills and knowledge to competently develop and ethically manage information and technology for the benefit of organizations and communities.

## **School of Management Mission and Vision**

### ***Vision***

To be recognized as a 21st-century leader in management higher education to influence social change and societal advances.

### ***Mission***

To educate students to think critically and to create or apply knowledge of management for the benefit of society and individuals.

### **Vision of MS in Project Management**

To create a community of scholars and networks of project managers who will benefit the scholastic and professional communities of project management, and their clients and organizations, worldwide.

### **Mission for MS in Project Management**

The mission of the program is to provide a diverse community of career professionals with the opportunity to develop project management best practices as well as the business, communication, and leadership skills necessary to manage projects and teams for the purpose of helping organizations achieve strategic goals. Graduates of the program will also be provided an opportunity to transform themselves as scholar-practitioners so that they can effect positive social change in their families, communities, and around the world.

## **College of Social and Behavioral Sciences Mission and Vision**

### ***Vision***

The College of Social and Behavioral Sciences aims to provide students with the highest quality education by offering programs that focus on building skills in critical thinking and research that have applications for diverse communities. The college envisions preparing graduates who demonstrate a strong commitment to social change through the inquiry, discovery, and utilization of their knowledge and skills, and who will enrich and advance the lives of those around them.

### ***Mission***

The College of Social and Behavioral Sciences provides culturally and contextually relevant education programs based on the scholar-practitioner model. Designed to appeal to a diverse array of learners, the programs are designed to enhance their professional opportunities and ability to act as social change agents.

## **School of Counseling and Social Service Mission and Vision**

### ***Mission***

The School of Counseling prepares competent and confident master's level professional counselors and doctoral level counselor educators and supervisors to address current counseling and educational needs of diverse and multicultural populations across environments and to provide prevention and intervention strategies for maintaining current and future mental health and wellness. Faculty and administrators are committed to preparing adult learners as scholar-practitioners, advocates, and leaders who promote positive social change worldwide on both the individual and systemic level. Students are mentored in a technologically advanced milieu by a global faculty community of doctoral level scholars with a breadth of personal and professional experiences and expertise. Graduates will be equipped with knowledge of contextually and culturally relevant applications and skills that enhance their abilities to ethically practice in a myriad of settings.

### ***Vision***

The School of Counseling envisions a future where students and faculty join together as scholar-practitioners to apply their acquired and generated knowledge to address critical social problems in such a way as to promote positive social change in a global community.

## **School of Psychology Mission and Vision**

### ***Vision***

The School of Psychology envisions creating a community of competent and ethical professionals with strong critical-thinking skills and the ability to work in a diverse, global community. We envision our graduates to have a commitment to social justice and social change through the inquiry, discovery, and application of their knowledge and skills, thereby positively influencing human experiences throughout the world.

## **Mission**

The School of Psychology provides educational programs based in the scholar-practitioner model dedicated to improve the human experience within a global community. Graduates demonstrate critical thinking, acquire a competent knowledge of the content and methods of their discipline, and exhibit the highest ethical standards of their profession. The application of the knowledge, skills, and attitudes acquired by the graduates, in turn, facilitates a positive change within their own lives and the lives of others.

## **School of Public Policy and Administration Mission and Vision**

### **Mission**

Walden's School of Public Policy and Administration develops ethical, knowledgeable, and adaptable scholar-practitioners who apply theory-based knowledge and research to advance democratic processes in the interest of the public good. Through their Walden experiences, these public sector and nonprofit sector leaders advance their knowledge about democratic processes, develop collaborative methods to work among the different sectors, commit to working toward positive social change, and build their professional skills.

### **Vision**

Graduates of Walden's School of Public Policy and Administration hold key positions in governmental and nonprofit institutions throughout the world. These public sector and nonprofit leaders serve as collaborative change-agents who empower local and global communities to promote civic engagement, the common good, and positive social change. The result of their ethical and knowledgeable servant-leadership is respect for and preservation of human rights, collaborative, constructive, and equitable processes to address societal and global challenges, and trust in government and nonprofit institutions.

## **Barbara Solomon School of Social Work and Human Services**

### **Mission**

The Barbara Solomon School of Social Work and Human Services is dedicated to preparing adult learners as scholar-practitioners by expanding their knowledge of real-world social problems and preparing them as social work and human services professionals who provide ethical, evidence-based services to individuals, families, groups, organizations, and communities. Students are educated by an experienced faculty of doctoral-level scholars with a breadth of personal and professional experience in serving the needs of populations, human service organizations, and communities. Graduates will be equipped with interdisciplinary knowledge of contextually- and culturally-relevant assessments, intervention strategies, and evaluation methods that will enhance their service and change-agent skills in areas such as practice, collaboration, and advocacy for underserved and never-before-served global populations.

### **Vision**

The Barbara Solomon School of Social Work and Human Services envisions a future in which our programs are viewed by our disciplines as leaders in preparing professional helpers and change agents at all levels of post-secondary education both domestically and internationally.

We will be leaders in our professions and our professional organizations through modeling 21st Century teaching and learning approaches and through scholarship appropriate to each educational level and our graduates will apply their acquired and generated knowledge to solve critical social problems in such a way as to promote positive social change for individuals, families, organizations, and communities.

### **The Master of Social Work Mission Statement**

The Master of Social Work (MSW) program prepares scholar-practitioners who demonstrate culturally responsive ethical, evidence-based practice with individuals, families, groups, organizations, and communities. The curriculum emphasizes cultural humility within a strengths-based, generalist intervention model and provides advanced clinical skills needed for specialized practice. The program prepares students to be change agents within and beyond their local communities and to advocate for social justice on behalf of diverse populations, with particular attention to people who are vulnerable and/or oppressed.

## **Social Change**

At Walden University, we define **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, we at Walden support 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.

## **Accreditation**

Walden University is accredited by The Higher Learning Commission, [hlcommission.org](http://hlcommission.org).

The Richard W. Riley College of Education and Leadership at Walden University is dedicated to enhancing educator effectiveness. Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE) for a period of 7 years, from April 24, 2012, to June 30, 2019. In 2013, NCATE merged with the Teacher Education Accreditation Council to form the Council for the Accreditation of Teacher Preparation (CAEP). CAEP is the single specialized accreditor for educator preparation and administers NCATE accreditation. Walden University is eligible for and will seek accreditation based on CAEP standards beginning in fall 2018.

Walden's MS in Clinical Mental Health Counseling, MS in Marriage, Couple, and Family Counseling, MS in School Counseling, and the PhD in Counselor Education and Supervision program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation attests to the quality and relevancy of Walden's

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

Walden's BS in Information Technology program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>. ABET is the internationally recognized accreditor for college and university programs in applied science, computing, engineering, and engineering technology. This accreditation reaffirms the quality of Walden's information systems and technology programs and support services, as well as its commitment to continuous assessment and improvement.

Walden University's BS in Business Administration, Master of Business Administration (MBA), Doctor of Business Administration (DBA), and PhD in Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The BS in Accounting and MS in Accounting programs are also accredited by ACBSP and have earned the organization's Specialized Accounting Accreditation. ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Walden's MS in Project Management is one of a limited number of programs worldwide accredited by the Global Accreditation Center (GAC) of the Project Management Institute (PMI)®, the world's leading association for project management professionals.

The Baccalaureate Degree Program in Nursing (BSN), Master's Degree Program in Nursing (MSN), and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

Walden University's Master of Social Work (MSW) program is accredited by the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CSWE's Commission on Accreditation is responsible for developing accreditation standards that define competent preparation for professional social workers and ensuring that social work programs meet these standards.

## **State Authorization and International Approval Statements**

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

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

### **State Authorization Statements**

- California
- Maryland

- Florida
- Georgia
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Minnesota
- Oregon
- Pennsylvania
- South Carolina
- Texas
- Washington, DC
- Washington State

## California

### **Note to California Residents**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a

significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, or a refund, or other monetary award by and arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from the STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from the STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## **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.

## **Georgia**

Walden University is authorized by The Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Tucker, GA 30084, 770-414-3300.

## **Illinois**

Walden University, in collaboration with Kendall College, has become an approved subcontractor for providing professional development courses that meet the professional development requirements for Illinois licensure. Beginning in July 2015, Illinois teachers can apply Walden University coursework and credits for programs or courses as it relates to their individualized professional development plan. An official Walden transcript meets the Illinois

State Board of Education (ISBE) requirement for documentation of ISBE professional development clock hours.

## **Indiana**

The institution is approved by the Indiana Board for Proprietary Education at 402 West Washington Street, Room W462, Indianapolis, IN 46204; 1-317-232-1324 or 1-317-232-6716.

## **Iowa**

Walden University is a registered institution with the Iowa College Student Aid Commission. Students may contact the commission with questions or complaints at the following address: Iowa College Student Aid Commission, 475 SW 5th St., Suite D., Des Moines, IA 50309-4608. Students may also call (877) 272-4456, or submit a complaint online at <https://www.iowacollegeaid.gov/sdrf>.

## **Kansas**

The MS in Clinical Psychology Counseling Specialization program is not approved by the Kansas Board of Regents and does not lead to master's-level psychology license eligibility in the state of Kansas.

## **Kentucky**

Not all of the online programs offered by Walden University have been approved in Kentucky. Please check the Council on Postsecondary Education's website at <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx> to view its listing of approved programs. For more information, please contact the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601.

Please be advised that Walden's educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K–12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at <http://www.epsb.ky.gov/>.

## **Maryland**

Walden University is a registered institution in the State of Maryland. Any complaints can be directed to the Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410-528-8662 or 888-743-0823 (toll free).

## **Minnesota**

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



## Oregon

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

## Pennsylvania

**Note to all Pennsylvania residents:** Walden University's teacher preparation program and special education endorsement programs are approved by the Minnesota Professional Educator Licensing and Standards Board as leading to licensure and endorsement, respectively. Because these programs are not reviewed by the Pennsylvania Department of Education, candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

## South Carolina

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

Walden University's Richard W. Riley College of Education and Leadership has been approved by the South Carolina Department of Education to provide coursework that meets the South Carolina Read to Succeed and state in-service guidelines.

## Texas

While Walden University is not regulated in Texas per Chapter 132 of the Texas Education Code, Walden University is registered 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. To report concerns and/or complaints students may contact the Minnesota Office of Higher Education at 651-642-0567.

### **Note to Texas Clinical/Internship Residents**

The Texas Higher Education Coordinating Board (THECB) requires all institutions to have a published grievance procedure that describes the process for filing a complaint. Walden University's student complaint procedures can be found at the following link:  
<https://catalog.waldenu.edu/content.php?catoid=158&navoid=52057>.

Students who have exhausted the institution's grievance procedures may file a complaint with THECB by completing the forms found at the following link:  
<http://www.thecb.state.tx.us/index.cfm?objectid=989FE9A0-2213-11E8-BC500050560100A9>.

The rules governing complaints student complaints in Texas can be found in Title 19 of the Texas Administrative Code, Sections 1.110-1.120:  
[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=1&ch=1&rl=116](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=1&rl=116)

## Washington, DC

Walden University has been granted a provisional license by the District of Columbia Higher Education Licensure Commission, 1050 First Street, NE, 5th Floor, Washington, DC 20002, (202) 481-3951.

## Washington

Walden University is authorized by the Washington Student Achievement Council 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 field placements for specific degree programs. The Council may be contacted for a list of currently authorized programs.

Authorization by the Council does not carry with it an endorsement by the Council 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 Council at P.O. Box 43430, Olympia, WA 98504-3430, or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

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.

## International Approval Statements

- The Bahamas
- Jamaica

## The Bahamas

Walden University has been granted *Institutional Recognition* status by The National Accreditation & Equivalency Council of The Bahamas (NAECOB). The *Institutional Recognition* status does not suggest that Walden University now has accreditation with NAECOB.

*Institutional Recognition* status indicates that the institution currently holds full accreditation status from international or regional accreditation bodies recognized by The Bahamas. NAECOB's *Institutional Recognition* permits the institution to recruit for and offer educational programmes in The Bahamas.

Please direct all inquiries regarding the status of Walden University *Institutional Recognition* to a representative of NAECOB. Their contact information is outlined below:

The National Accreditation and Equivalency  
Council of The Bahamas (NAECOB)  
RND PLAZA WEST  
JOHN F. KENNEDY DRIVE  
P.O. BOX N-3913  
NASSAU, THE BAHAMAS  
TELEPHONE: 328-8872/3  
Email: info@naecob.org

## **Jamaica**

The University Council of Jamaica (UCJ) has recognized Walden's Doctor of Education, MS in Education (accelerated specializations included), MS in Instructional Design and Technology, and MS in Early Childhood Studies (competency-based Tempo Learning not included) programs.

## **Legal Information**

- Privacy Policy
- Trademarks, Copyright, and Disclaimers

## **Privacy Policy**

*(Last Updated: June 25, 2018)*

Walden University, LLC ("Walden") respects and understands the importance of privacy and security for our online customers and prospective students. We want you to be familiar with how we collect, use and disclose information. This Privacy Policy describes our practices in connection with information that we collect through websites operated by us or on our behalf (the "Websites"), through the software applications made available by us (unless subject to a privacy policy specific to the app) (the "Apps"), through our social media pages (our "Social Media Pages"), through HTML-formatted e-mail messages that we send to you that link to this Privacy Policy, as well as offline interactions you may have with us (collectively, including the Websites, the Apps, our Social Media Pages, and offline activity, the "Services").

## **Personal Information**

"Personal Information" is information that identifies you as an individual or relates to an identifiable individual, such as:

- Name
- Postal address
- E-mail address
- Telephone number

- Educational records
- Work history
- Emergency contact details
- Demographic data, including, where relevant, racial and ethnic origin, health and disability information
- National and student ID numbers, such as a social security or tax ID
- Membership in professional or industry associations
- Credit and debit card number
- Bank account details
- Profile picture
- Social media account ID

### ***Collection of Personal Information***

We and our service providers collect Personal Information in a variety of ways, including:

- **Through the Services**
  - We collect Personal Information through the Services, for example, when you visit one of our sites, apply for admission, or maintain an ongoing relationship with Walden as a student.
  - From you during your course of study or period of enrollment with us.
- **Offline**
  - We collect Personal Information from you offline, such as when you complete an application for admission, fill out a form at an education or career fair, apply for a student ID card, participate in a promotion, or contact us by phone.
- **From Other Sources**
  - We receive your Personal Information from other sources, for example:
    - our affiliates, partners, and service providers;
    - private and publically available databases;
    - application references and/or recommendation writers; and
    - other educational institutions.
  - If you connect your social media account to your Services account, you will share certain Personal Information from your social media account with us, for example, your name, e-mail address, photo, list of social media contacts, and any other information that may be or you make accessible to us when you connect your social media account to your Services account.

We need to collect Personal Information in order to provide the requested Services to you and in order to consider and maintain an academic or business relationship with you. If you do not provide the information requested, we may not be able to provide the Services, consider you for admission, or maintain your status as an enrolled student. If you disclose any Personal Information relating to other people to us or to our service providers in connection with the Services, you represent that you have the authority to do so and to permit us to use the information in accordance with this Privacy Policy.

## **Use of Personal Information**

We and our affiliates, partners, and service providers use Personal Information for legitimate business purposes including:

- Providing the functionality of the Services and fulfilling your requests.
  - To provide the Services' functionality to you, such as arranging access to your registered account and providing you with related assistance.
  - To respond to your inquiries and fulfill your requests, when you contact us via one of our online contact forms or otherwise, for example, when you send us questions, suggestions, or complaints.
  - To complete your transactions and provide you with related assistance.
  - To send administrative information to you, such as changes to our terms, conditions and policies.
  - To allow you to send messages to another person if you choose to do so.

We will engage in these activities to manage our contractual relationship with you and/or to comply with a legal obligation.

- Providing you with our newsletter and/or other marketing materials and facilitating social sharing
  - To send you marketing related e-mails, with information about our services and other news about us.
  - To facilitate social sharing functionality that you choose to use.

We will engage in this activity with your consent or where we have a legitimate interest.

- Analysis of Personal Information for business reporting and providing personalized services.
  - To analyze or predict our users' preferences in order to prepare aggregated trend reports on how our digital content is used, so we can improve our Services.
  - To better understand you, so that we can personalize our interactions with you and provide you with information and/or offers tailored to your interests.
  - To better understand your preferences so that we can deliver content via our Services that we believe will be relevant and interesting to you.

We will provide personalized services either with your consent or because we have a legitimate interest.

- Allowing you to participate in sweepstakes, contests, or other promotions.
  - We may offer you the opportunity to participate in a sweepstakes, contest, or other promotion.
  - Some of these promotions have additional rules containing information about how we will use and disclose your Personal Information.

We use this information to manage our contractual relationship with you.

- Aggregating and/or anonymizing Personal Information.

- We may aggregate and/or anonymize Personal Information so that it will no longer be considered Personal Information. We do so to generate other data for our use, which we may use and disclose for any purpose.
- Accomplishing our business purposes.
- For data analysis, for example, to improve the efficiency of our Services;
- For audits, to verify that our internal processes function as intended and are compliant with legal, regulatory or contractual requirements;
- For fraud and security monitoring purposes, for example, to detect and prevent cyberattacks or attempts to commit identity theft;
- For developing new services;
- For enhancing, improving, or modifying our current services;
- For identifying usage trends, for example, understanding which parts of our Services are of most interest to users;
- For determining the effectiveness of our promotional campaigns, so that we can adapt our campaigns to the needs and interests of our users; and
- For operating and expanding our business activities, for example, understanding which parts of our Services are of most interest to our users so we can focus our energies on meeting our users' interests.

We engage in these activities to manage our contractual relationship with you, to comply with a legal obligation, and/or because we have a legitimate interest.

### ***Disclosure of Personal Information***

We disclose Personal Information:

- To our affiliates for the purposes described in this Privacy Policy.
  - You can consult the list and location of our affiliates here.
- To partnering institutions that receive services from Laureate Education.
- To our third party service providers, to facilitate services they provide to us.
  - These can include providers of services such as website hosting, data analysis, payment processing, order fulfillment, information technology and related infrastructure provision, customer service, e-mail delivery, auditing, and other services.
- To third parties, to permit them to send you marketing communications, consistent with your choices.
- To third-party sponsors of sweepstakes, contests, and similar promotions.
- By using the Services, you may elect to disclose Personal Information
  - On message boards, classroom discussion forums, chat, profile pages, blogs and other services to which you are able to post information and content (including, without limitation, our Social Media Pages). Please note that any information you post or disclose through these services will become public and may be available to other users and the general public.

- Through your social sharing activity. When you connect your Services account with your social media account, you will share information with your friends associated with your social media account, with other users, and with your social media account provider. By doing so, you authorize us to facilitate this sharing of information, and you understand that the use of shared information will be governed by the social media provider's privacy policy.

### **Other Uses and Disclosures**

We also use and disclose your Personal Information as necessary or appropriate, especially when we have a legal obligation or legitimate interest to do so:

- To comply with applicable law.
  - This can include laws outside your country of residence.
- To respond to requests from public and government authorities.
  - These can include authorities outside your country of residence.
- To cooperate with law enforcement.
  - For example, when we respond to law enforcement requests and orders.
- For other legal reasons.
  - To enforce our terms and conditions; and
  - To protect our rights, privacy, safety or property, and/or that of our affiliates, you or others.
- In connection with a sale or business transaction.
  - We have a legitimate interest in disclosing or transferring your Personal Information to a third party in the event of any reorganization, merger, sale, joint venture, assignment, transfer or other disposition of all or any portion of our business, assets or stock (including in connection with any bankruptcy or similar proceedings). Such third parties may include, for example, an acquiring entity and its advisors.

### **Other Information**

- "Other Information" is any information that does not reveal your specific identity or does not directly relate to an identifiable individual
- Browser and device information
- App and/or Website usage data
- Information collected through cookies, pixel tags, and other technologies
- Demographic information and other information provided by you that does not reveal your specific identity, such as your gender or date of birth
- Information that has been aggregated in a manner such that it no longer reveals your specific identity

If we are required to treat Other Information as Personal Information under applicable law, then we may use and disclose it for the purposes for which we use and disclose Personal Information as detailed in this Policy.

## **Collection of Other Information**

We and our service providers collect Other Information in a variety of ways, including:

- Through your browser or device
  - Certain information is collected by most browsers or automatically through your device, such as your Media Access Control (MAC) address, computer type (Windows or Mac), screen resolution, operating system name and version, device manufacturer and model, language, Internet browser type and version and the name and version of the Services (such as the App) you are using. We use this information to ensure that the Services function properly.
- Through your use of the Apps
  - When you download or use the Apps, we and our service providers may track and collect App usage data, such as the date and time the App on your device accesses our servers and what information and files have been downloaded to the App based on your device number.
- Using cookies
  - Cookies are pieces of information stored directly on the computer that you are using. Cookies allow us to collect information such as browser type, time spent on the Services, pages visited, language preferences, and other traffic data. We and our service providers use the information for security purposes, to facilitate navigation, to display information more effectively, and to personalize your experience. We also gather statistical information about use of the Services in order to continually improve their design and functionality, understand how they are used and assist us with resolving questions regarding them. Cookies further allow us to select which of our advertisements or offers are most likely to appeal to you and display them while you are on the Services. We may also use cookies or other technologies in online advertising to track responses to our ads. We do not currently respond to browser do-not-track signals. If you do not want information collected through the use of cookies, most browsers allow you to automatically decline cookies or be given the choice of declining or accepting a particular cookie (or cookies) from a particular website. You may also wish to refer to <http://www.allaboutcookies.org/manage-cookies/index.html>. If, however, you do not accept cookies, you may experience some inconvenience in your use of the Services. You also may not receive advertising or other offers from us that are relevant to your interests and needs.
- Using pixel tags and other similar technologies
  - **Pixel tags** (also known as web beacons and clear GIFs) may be used to, among other things, track the actions of users of the Services (including email recipients), measure the success of our marketing campaigns, and compile statistics about usage of the Services and response rates.
  - **Analytics.** This website uses Google® Analytics Premium, a web analytics service provided by Google Ireland Limited ("Google"). Google Analytics



Premium uses "cookies", which are text files placed on your computer, to help the website analyze how users use the site. The information generated by the cookies about your use of the website and your current IP-address will be transmitted by your browser to and will be stored by Google on servers in the United States and other countries. On behalf of the operator of this website Google will use this information for the purpose of evaluating your use of the website, compiling reports on website activity and providing other services relating to website activity and internet usage to the website operator. The IP address collected through Google Analytics will not be associated with any other data held by Google. You may refuse the use of cookies by selecting the appropriate settings on your browser, however please note that if you do this you may not be able to use the full functionality of this website. You may also stop the transmission of information generated by the cookies about your use of the website and of your IP address to Google, by downloading and installing the Google Analytics Opt-out Browser Add-on.

- **Display Advertising.** Walden University and its affiliates utilize Display Advertising for remarketing purposes. This involves collecting demographic data (age, gender, and interests) in Google Analytics for site optimization, remarketing, and understanding user behaviors. If you wish to opt out of this, please use the following tool. Walden University and its affiliates use remarketing in conjunction with Google Analytics. Third-party vendors, such as Google, may show relevant advertisements on sites across the Internet. Walden University, its affiliates, and third-party vendors utilize Google Analytics' first-party cookies and Doubleclick's third-party cookies together to inform, optimize, and serve ads based on a user's past visits to this website. In addition, these cookies are used to report ad impressions, other uses of ad services, and interactions with the website.
- Using Adobe Flash technology (including Flash Local Shared Objects ("Flash LSOs")) and other similar technologies
  - We may use Flash LSOs and other technologies to, among other things, collect and store information about your use of the Services. If you do not want Flash LSOs stored on your computer, you can adjust the settings of your Flash player to block Flash LSO storage using the tools contained in the Website Storage Settings Panel. You can also go to the Global Storage Settings Panel and follow the instructions (which may explain, for example, how to delete existing Flash LSOs (referred to as "information"), how to prevent Flash LSOs from being placed on your computer without your being asked, and how to block Flash LSOs that are not being delivered by the operator of the page you are on at the time). Please note that setting the Flash Player to restrict or limit acceptance of Flash LSOs may reduce or impede the functionality of some Flash applications.
- IP Address

- Your IP address is automatically assigned to your computer by your Internet Service Provider. An IP address may be identified and logged automatically in our server log files whenever a user accesses the Services, along with the time of the visit and the page(s) that were visited. Collecting IP addresses is standard practice and is done automatically by many websites, applications and other services. We use IP addresses for purposes such as calculating usage levels, diagnosing server problems and administering the Services. We may also derive your approximate location from your IP address.
- Physical Location
  - We may collect the physical location of your device by, for example, using satellite, cell phone tower or WiFi signals. We may use your device's physical location to provide you with personalized location-based services and content. We may also share your device's physical location, combined with information about what advertisements you viewed and other information we collect, with our marketing partners to enable them to provide you with more personalized content and to study the effectiveness of advertising campaigns. In some instances, you may be permitted to allow or deny such uses and/or sharing of your device's location, but if you do, we and/or our marketing partners may not be able to provide you with the applicable personalized services and content.

### ***Uses and Disclosures of Other Information***

We may use and disclose Other Information for any purpose, except where we are required to do otherwise under applicable law. In some instances, we may combine Other Information with Personal Information. If we do, we will treat the combined information as Personal Information as long as it is combined.

### **Security**

We seek to use reasonable organizational, technical and administrative measures to protect Personal Information within our organization. Unfortunately, no data transmission or storage system can be guaranteed to be 100% secure. If you have reason to believe that your interaction with us is no longer secure, please immediately notify us in accordance with the "Contacting Us" section below.

### **Choices and Access**

#### **Your choices regarding our use and disclosure of your Personal Information**

We give you choices regarding our use and disclosure of your Personal Information for marketing purposes. You may opt-out from:

- **Receiving e-mail marketing from us:** If you no longer want to receive marketing-related emails from us on a going-forward basis, you may opt-out by following the instructions contained in each such email or by contacting us at [privacy@mail.waldenu.edu](mailto:privacy@mail.waldenu.edu).

- **Receiving other types of marketing communications from us:** If you no longer want to receive marketing-related communications from us on a going-forward basis, you may opt-out by contacting us at [privacy@mail.waldenu.edu](mailto:privacy@mail.waldenu.edu).
- **Our sharing of your Personal Information with affiliates for their direct marketing purposes:** If you would prefer that we discontinue sharing your Personal Information on a going-forward basis with our affiliates for their direct marketing purposes, you may opt-out of this sharing by contacting us at [privacy@mail.waldenu.edu](mailto:privacy@mail.waldenu.edu).
- **Our sharing of your Personal Information with unaffiliated third parties for their direct marketing purposes:** If you would prefer that we discontinue sharing your Personal Information on a going-forward basis with unaffiliated third parties for their direct marketing purposes, you may opt-out of this sharing by contacting us at [privacy@mail.waldenu.edu](mailto:privacy@mail.waldenu.edu).

We will try to comply with your request(s) as soon as reasonably practicable. Please note that if you opt-out of receiving marketing-related communications from us, we may still send you important administrative messages, from which you cannot opt-out.

### ***How you can access, change, or delete your Personal Information***

If you would like to request to review, correct, update, suppress, restrict or delete Personal Information that you have previously provided to us, or if you would like to request to receive an electronic copy of your Personal Information for purposes of transmitting it to another organization (to the extent this right to data portability is provided to you by applicable law), you may contact us using the "Contact Us" information below. We will respond to your request consistent with applicable law.

In your request, please make clear what Personal Information you would like to have changed, whether you would like to have your Personal Information suppressed from our database or otherwise let us know what limitations you would like to put on our use of your Personal Information. For your protection, we will only implement requests with respect to the Personal Information associated with the particular e-mail address that you use to send us your request, and we may need to verify your identity before implementing your request. We will try to comply with your request as soon as reasonably practicable.

Please note that we need to retain certain information for recordkeeping purposes and/or to complete any transactions that you began prior to requesting a change or deletion (e.g., when you make a payment, you may not be able to change or delete the Personal Information provided until after the completion of such transaction).

If you are a resident of California, under 18 and a registered user of the Services, you may ask us to remove content or information that you have posted to the Services by writing to us at the Contact Us address below. Please note that your request does not ensure complete or comprehensive removal of the content or information, as, for example, some of your content may have been reposted by another user.

## **Retention Period**

We retain Personal Information for as long as needed or permitted in light of the purpose(s) for which it was obtained and consistent with applicable law. The criteria used to determine our retention periods include:

- The length of time we have an ongoing relationship with you and provide the Services to you (for example, for as long as you are a student of ours);
- Whether there is a legal obligation to which we are subject (for example, certain laws require us to keep records of your transactions for a certain period of time before we can delete them); or
- Whether retention is advisable in light of our legal position (such as in regard to applicable statutes of limitations, litigation or regulatory investigations).

## **Third Party Services**

This Privacy Policy does not address, and we are not responsible for, the privacy, information or other practices of any third parties, including any third party operating any website or service to which the Services link. The inclusion of a link on the Services does not imply endorsement of the linked site or service by us or by our affiliates.

In addition, we are not responsible for the information collection, use, disclosure or security policies or practices of other organizations, such as Facebook, Apple, Google, Microsoft, RIM, or any other app developer, app provider, social media platform provider, operating system provider, wireless service provider or device manufacturer, including with respect to any Personal Information you disclose to other organizations through or in connection with the Apps or our Social Media Pages.

## **Third Party Advertising**

We use third-party advertising companies to serve advertisements regarding goods and services that may be of interest to you when you access and use the Services and other websites or online services.

- You may receive advertisements based on information relating to your access to and use of the Services and other websites or online services on any of your devices, as well as on information received from third parties. These companies place or recognize a unique cookie on your browser (including through the use of pixel tags). They also use these technologies, along with information they collect about your online use, to recognize you across the devices you use, such as a mobile phone and a laptop. If you would like more information about this practice, and to learn how to opt out of it in desktop and mobile browsers on the particular device on which you are accessing this Privacy Policy, please visit:
  - From Australia: <http://www.youonlinechoices.com.au/>
  - From Canada: <https://youradchoices.ca/>
  - From Europe: <http://www.edaa.eu/>

- From the U.S.: <http://optout.aboutads.info/#/> and <http://optout.networkadvertising.org/#/>.

If you are in the U.S., you may download the AppChoices app at [www.aboutads.info/appchoices](http://www.aboutads.info/appchoices) to opt out in mobile apps.

## **Use of Services by Minors**

The Services are not directed to individuals under the age of 16, and we do not knowingly collect Personal Information from individuals under 16.

## **Jurisdiction and Cross-Border Transfer**

Your Personal Information may be stored and processed in any country where we have facilities or in which we engage service providers, and by using the Services you understand that your information will be transferred to countries outside of your country of residence, including the United States, which may have data protection rules that are different from those of your country. In certain circumstances, courts, law enforcement agencies, regulatory agencies or security authorities in those other countries may be entitled to access your Personal Information.

If you are located in the European Economic Area ("EEA"): Some of the non-EEA countries are recognized by the European Commission as providing an adequate level of data protection according to EEA standards (the full list of these countries is available [here](#)). For transfers from the EEA to countries not considered adequate by the European Commission, we have put in place adequate measures, such as standard contractual clauses adopted by the European Commission to protect your Personal Information. You may obtain a copy of these measures by following this [link](#).

## **Third Party Payment Service**

We will use a third-party payment service to process payments made through the Services. If you wish to make a payment through the Services, your Personal Information will be collected by such third party and not by us, and will be subject to the third party's privacy policy, rather than this Privacy Policy. We have no control over, and are not responsible for, this third party's collection, use and disclosure of your Personal Information.

## **Updates to This Privacy Policy**

The "*Last Updated*" legend at the top of this Privacy Policy indicates when this Privacy Policy was last revised. Any changes will become effective when we post the revised Privacy Policy on the Services. Your use of the Services following these changes means that you accept the revised Privacy Policy.

## **Contacting Walden**

Walden University, LLC, having business offices at 650 S. Exeter Street, Baltimore, Maryland 21202-4382, U.S.A., is the company responsible for collection, use and disclosure of your Personal Information under this Privacy Policy.

If you have any questions about this Privacy Policy, please contact us at [privacy@mail.waldenu.edu](mailto:privacy@mail.waldenu.edu) or at the postal address above. Because e-mail communications are not always secure, please do not send sensitive information in your e-mails to us.

## **Additional Information for Individuals in the EEA**

If you are located in the EEA, you also may lodge a complaint with a data protection authority for your country or region or where an alleged infringement of applicable data protection law occurs.

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

## **Trademarks, Copyright, and Disclaimers**

### **Trademarks**

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

### **Copyright Statement**

2003–2019 Walden University, LLC, and Laureate Education, Inc. All rights reserved. The contents of the Walden University website pages, including, but not limited to, text, graphics, and icons, are copyrighted materials owned or controlled by Walden University and contain Walden University's name, trademarks, service marks, and trade names. Students may download one copy of these materials on any single computer and print a copy of the materials for their use in learning about, evaluating, or acquiring Walden University services or products. No other permission is granted to students to print, copy, reproduce, distribute, transmit, upload, download, store, display in public, alter, or modify these materials.

### **Link Policy and Disclaimer**

Walden University is not responsible for the content of any third-party-linked site that is not owned by Walden University, or of any other links contained in such third-party sites. Walden University provides links for students' convenience only, and the inclusion of any link to a site not owned by Walden is not an endorsement by Walden of the site or its contents. Walden University assumes no responsibility for any other party's site hyperlinked to the Walden University website or in which any part of the Walden University website has been hyperlinked.

No permission is granted here for students to use Walden University's icons, site address, or other means to hyperlink other Internet sites with any page in the Walden University website. Students must obtain prior written permission to hyperlink in any manner to the Walden University website.

## **Warranty and Other Disclaimers**

The materials and information found on the Walden University website are provided "as is," without warranty of any kind, either express or implied, including without limitation any warranty for information, services, or products provided through or in connection with the Walden University website. Without limiting the foregoing, all implied warranties of merchantability, fitness for a particular purpose, expectation of privacy, or noninfringement are expressly excluded and disclaimed. Some jurisdictions do not allow the exclusion of implied warranties, so the above exclusion may not apply to all students. This disclaimer of liability applies to any damages or injury caused by any failure of performance, error, omission, interruption, deletion, defect, delay in operation or transmission, computer virus, communication line failure, theft or destruction, or unauthorized access to, alteration of, or use of record, whether for breach of contract, tortious behavior, negligence, or under any other cause of action. Students specifically acknowledge that Walden University is not liable for any defamatory, offensive, infringing, or illegal materials or conduct, or that of third parties contained on the Walden University website, and Walden University reserves the right to remove such materials from the Walden University website without liability.

## **Walden Awards and Honoraria**

### **Honoraria for Research Publications and Presentations**

Students who present papers or posters at conferences or publish papers journals based upon their doctoral capstone research at Walden are eligible for a \$300 honorarium. Students are eligible to receive the honorarium only once per academic year (September 1–August 31).

The criteria for awarding research publication and presentation honoraria are:

- The publication/presentation must be based upon research conducted by the student.
- The research must have been published in a peer-reviewed journal or presented at local/national/international conference that was referred or peer-reviewed.
- Walden must be the only academic institutional affiliation for the student listed in the publication or presentation.
- The student must personally make the presentation or appear as the author on the publication.

The procedures for applying for an honorarium are as follows:

- Publications
  1. Once the article has been published (in circulation and available to the public), students should e-mail their request for a student honorarium for a research publication to the academic support team for your college.
  2. Include the full name, address, and Walden student ID number.
  3. Provide the APA-style citation for the article.

4. Provide the link to the article at the journal website. If the article was not published online, or information about the publication is not available online, please provide a copy of the publication abstract.
  5. Provide evidence that affiliation with Walden appears on the publication via the website link to the title page or the "about the author" page of the publication. If the article was not published online, or information about the publication is not available online, please provide a copy of the title page or the "about the author" page of the publication.
  6. Complete and submit an 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.
  7. Once this information has been received, the college dean will review the honorarium request. Upon approval from the dean, the college administrative support team will process the payment.
- Presentations
    1. After the presentation has been given, students should e-mail their request for a student honorarium for a research presentation to the academic support team for their college.
    2. Include the full name, address, and Walden student ID number.
    3. Provide the APA-style citation for the presentation.
    4. Include the name, date, and location of the conference at which the presentation was given.
    5. Provide the link to the abstract for the presentation on the conference website. If the abstract is not available online, please provide a copy of the presentation abstract.
    6. Provide evidence that affiliation with Walden is associated with the presentation via the website link to the conference program, which lists the student's Walden affiliation. If the conference program was not published online, please provide a copy of the page(s) of the conference program that lists the Walden affiliation.
    7. Complete and submit an 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.
    8. Once this information has been received, the college dean will review the honorarium request. Upon approval from the dean, the college administrative support team will process the payment.

## **Undergraduate Academic Recognition**

### ***Honor Roll for Undergraduates***

An Honor's List for undergraduates will be calculated and generated twice a year to coincide with the end of two consecutive terms: the combination of winter/spring quarters and summer/fall quarters. Matriculated undergraduate students with a cumulative grade point average of 3.75 or higher in each quarter will be recognized as follows:

- Honor's list: 3.75–4.00



A minimum of 10 GPA quarter credits must be taken at Walden in each of the two consecutive quarters.

### ***Undergraduate Honor Society***

Undergraduate students have the opportunity to join Walden's chapter of Alpha Sigma Lambda, a national honor society for adult learners. Honor society invitations are extended to eligible students twice a year. Students are not required to join. Once students have opted in to the chapter, no further academic reviews are required to maintain their membership.

To qualify for an invitation, undergraduate students must meet the following requirements:

- A minimum of 45 institutional quarter credits earned at Walden
- Active enrollment during the most recent past two quarters
- A minimum cumulative GPA of 3.75

### ***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) GPA 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.

## **Honorary Degrees**

### ***Nominations for Honorary Degrees***

Any Walden faculty, staff, student, or alumni can make recommendations for an honorary doctorate to the Office of the President, but only the University President can submit a nomination to the board. The nominator may submit a letter of recommendation to the Office of the President with or without additional supporting materials. The University President submits a letter of recommendation to the Walden Board outlining the background and accomplishments of the proposed recipient of the honorary doctorate. Nominations may be made to the board at any time. The Walden Board will then approve the recommendation at a board meeting or by electronic vote between meetings.

## **Guidelines for Using Honorary Degrees**

Honorary doctorates are listed as an honor or award on the résumé or CV, rather than part of education with earned academic degrees. Thus, the honorary degree should come after one's name on the résumé or CV, e.g., Paula Singer, LHD (Honorary). Holders of honorary degrees do not sign documents to external recipients with "Dr." By convention, recipients of honorary doctorates do not use the title "Dr." in general correspondence, although in formal correspondence from the university issuing the honorary degree, it is normal to address the recipient by the title.

## **Walden Awards**

More detailed information about these awards is provided on the [Walden Awards](#) page. For more information, please send an e-mail to [awards@mail.waldenu.edu](mailto:awards@mail.waldenu.edu).

### **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 committee (the dissertation committee) of the Harold L. Hodgkinson Award recipient.

### *Faculty Excellence Award*

The Faculty Excellence Award recognizes one outstanding Walden faculty member from each college. The recipients exemplify the university's core values of quality, integrity, and student-centeredness. These faculty members demonstrate a strong commitment and dedication to serving the university, their communities, and their professions. Faculty members may be nominated by current students, other faculty members, or alumni and must have been with Walden University for at least 2 years at the time of receiving the award.

### **Frank Dilley Award**

The Frank Dilley Award for Outstanding Doctoral Study is bestowed upon a Walden graduate whose doctoral study is judged as meeting the highest standards of academic excellence. This award was created to honor Dr. Dilley's academic contributions to North American higher education as well as his dedication to Walden University's academic programs.

### **Harold L. Hodgkinson Award**

The Harold L. Hodgkinson Award is bestowed 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.

### *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.

### **Presidential Award for Faculty Excellence**

The Presidential Award for Faculty Excellence is selected by the university president from the elite pool of Faculty Excellence Award honorees. This faculty member demonstrates unmatched dedication to the university, its mission, and its vision and exemplifies the Walden educator's role in empowering students to advance positive social change in their communities.

### **Rita Turner Award**

One of two awards honoring the founders of Walden University, the Rita Turner Award is bestowed annually upon the faculty chair of the doctoral study committee of the recipient of the Frank Dilley Award for Outstanding Doctoral Study. This award honors the total commitment to the founding and sustaining of Walden by Rita Turner, co-founder of the university. Mrs. Turner's 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 for it to also grow into the unique global institution it is today.

## **UVM Dual Degree**

### **Dual Degree**

In the fall of 2005, Walden University created partnership programs with Latin American universities so that students at the Universidad del Valle de Mexico (UVM) and other institutions in the Laureate International Universities network could earn a bachelor's degree at their home institution and at Walden.

Walden's dual degree program allows students from universities in Mexico, Panama, and Costa Rica to obtain degrees from Walden University while simultaneously earning degrees at universities in their home countries.

# Section 3. Student Expectations and Responsibilities

- Student Conduct and Responsibilities
- Student Guidelines for the Classroom
- Walden's Grading Policy
- Process for Petitions, Appeals, Grievances, and Complaints
- Petitions for Policy Exceptions
- Student Education Records

## 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 International Center for Academic Integrity, 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.

Violation of the Walden University Alcohol and Drug Policy and/or any municipal, state, or federal law or regulation may result in disciplinary action, including but not limited to a warning, a remediation plan, and up to and including dismissal of a student, even for a first time offense. In addition to the sanctions imposed by Walden, individuals who have violated local, state, and federal law regarding possession, use, and/or distribution of alcohol and other drugs may be referred by the school to the appropriate authorities for arrest and prosecution.

## 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, e-mail 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.

**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.

**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 e-mails; 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.

**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.

**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 student success 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 antiplagiarism application, database, or service of Walden's choosing. Students will be required to submit their work to such a service in advance of course assignment deadlines. Students

grant to Walden, Walden's faculty members, 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 use the work for internal training purposes; to submit the work to the antiplagiarism 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; and/or  
Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

**b. Students' Misuse of Their Own Scholarly Work**

During their studies at Walden, students may write on the same topic for a second, third, or fourth time; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate 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 non-capstone 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 current instructor, and students must receive prior approval from their current instructor, who may request a copy of the previous work. Fair use laws must be respected for published documents.

When using their scholarly work in subsequent published 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*. An exception to this requirement is when students use prior work from courses or KAMS in their doctoral capstone projects (i.e., doctoral studies, projects, or dissertations). In this situation, students may use work developed initially in courses or KAMs specifically to build toward the final capstone project; however, students and committees need to make sure the most current literature and evolution of ideas are reflected in the final capstone product.

**c. 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; and/or  
Taking an exam for another person or having someone take an exam for you.

**d. 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; and/or  
Providing false or misleading information to an instructor or any other university staff member.

**e. 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, or 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 [Copyright Law of the United States of America](#).



**f. 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.

**g. 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; and/or

Obtaining a copy of an assignment or exam prior to its approved release by the instructor.

**h. 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; and/or

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.**

**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 dean or 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; and

Name and contact information of the person making the notification.

The dean or executive director or their designees will provide written notification to the person who is suspected of having committed the violation.

**Investigation Process.** The dean or 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 dean or executive director or their designees may convene a small panel to review the alleged violation. Following the investigation, the dean or 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, which may include but are not limited to a warning, award of a failing course grade which supersedes course drop and withdrawal deadlines, academic suspension, or permanent dismissal from the university.

**Appeals.** A student may appeal the decision of the dean or 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**

**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 dean or 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 grade which supersedes course drop and withdrawal deadlines, enrollment in a course on academic integrity, academic suspension, or permanent dismissal from the university. Multiple violations will result in more severe sanctions. The dean 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 dean or 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 S, 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.

**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.

Students who receive a failing course grade as a Code of Conduct sanction, not as the end result of another sanction, will have an *XF* or *XU* notated on their official transcript. In some circumstances, students may have the "X" removed upon successful completion of an assignment or project deemed appropriate by their dean. More information on this policy can be found in the student handbook, Course Registration: Failed Course Grade Sanction policy.

**Appeals.** The findings of the dean or 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.

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*.

Students with concerns involving the university's nondiscrimination, nonharassment, or educational access policies are encouraged to first report their concerns to their dean or 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.

Decisions of the dean or executive director or their 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 an appeal to [caoappeals@mail.waldenu.edu](mailto:caoappeals@mail.waldenu.edu). 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 dean or 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 dean or executive director or their designees, for immediate reporting, counseling, and investigation of the concerns. The formal complaint must be submitted via e-mail to the dean or 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 or Student Affairs via e-mail to [studentaffairs@mail.waldenu.edu](mailto:studentaffairs@mail.waldenu.edu). The grievance normally should originate no more than 30 calendar days following a resolution decision by the dean or 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 Georgia Residents**

If the complaint is not resolved at the school level through its complaint procedure, students may file a complaint with the Georgia Nonpublic Postsecondary Education Commission (NPEC), 2082 East Exchange Place, Suite 220, Tucker, GA 30084-3300. The NPEC telephone number is 770-414-3300.

The NPEC has provided an online form to be used by students for filing complaints; this can be found at the following Web address: <https://gnpec.georgia.gov/webform/gnpec-authorized-school-student-complaint-form>

### **Note to Kansas Residents**

If the complaint cannot be resolved at the school level through its complaint procedure, students may file a complaint with the Kansas Board of Regents. The complaint form is available at the following link.

[http://www.kansasregents.org/academic\\_affairs/private\\_out\\_of\\_state/complaint\\_process](http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process)

### **Note to Maryland Residents**

Any complaints can be directed to the Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410-528-8662 or 888-743-0823 (toll-free).

### **Note to New Mexico Residents**

The New Mexico Higher Education Department requires that all students know of their rights in a grievance situation, including contacting the NMHED/PPSD, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100, 1-505-476-8442, or 505-476-8416 if grievances are not resolved at the institutional level. Students can also download the applicable forms at:

<http://www.hed.state.nm.us/institutions/complaints.aspx>

### **Note to South Carolina Residents**

If the complaint cannot be resolved at the school level through its complaint procedure, students may file a complaint with the South Carolina Commission on Higher Education. The complaint form is available at the following link.

[http://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/License/Complaint\\_procedures\\_and\\_form.pdf](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf).

### **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 Utah Residents

The Utah Department of Commerce requires that all students know of their rights in a grievance situation, including contacting the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, P.O. Box 146704, Salt Lake City, Utah 84114-6704. A description of the procedures can be found at the following link: <http://consumerprotection.utah.gov/complaints/manual.html>

## 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 and/or 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 and/or unprofessional conduct, and (3) critical behaviors.

**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 and/or unprofessional conduct situation.

**Inappropriate/Unprofessional Conduct.** Inappropriate and/or 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; and/or
- An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning.

Problems typically become identified as inappropriate and/or 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 and/or instructors is required to remediate the problem.

The student's behavior does not change as a function of feedback, remediation efforts, and/or time.

**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 Review Process for Code of Conduct Violations section of 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, except when the university has a legal obligation or legitimate interest to do so, for instance, due to a health or safety emergency, or an articulable and significant threat to the safety or well-being of the student, other students, or members of the school community.



# Student Guidelines for the Classroom

The guidelines and policies that follow are designed to provide faculty and students with a common understanding of Walden's expectations on important issues in the classroom. Such guidelines and policies 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 provide a framework of student expectations.

**Please note that these are general university guidelines and policies. Specific programs or courses may have different or more stringent guidelines or policies in some areas. Students and faculty members should refer to the course syllabus for the guidelines and policies for each specific course.**

- Student Attendance and Engagement
- Participation in Online Discussion
- Student Responsibility for Technology
- Student Responsibility for Technology Backup Plan

## Student Attendance and Engagement

Walden University 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.

## Class Participation Requirement

In accordance with the U.S. Department of Education guidance regarding class participation, Walden University requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of the class. The first calendar day of class is the official start date of the course as posted on the *myWalden* academic page. If students are granted an assignment extension during Week 1 of the course, they need to log in and participate, by posting to the discussion board forums or submitting work (even partial) to an assignment submission link, in the classroom within the first 7 days. Please note that posting to the Class Café, Contact the Instructor, or Class Introduction is not considered participation in the course. If students do not demonstrate participation in the classroom by Day 7, they risk being withdrawn from the course/university.

**Assignments submitted prior to the official start date will *not* count toward participation.**

**Financial Aid cannot be released without class participation as defined above.**

Students who have already taken, and successfully completed, at least **one or more** class(es) with Walden will be dropped *ONLY* from any class(es) in which they are not participating if they do not complete their assignments by the end of the 7th day.

Students who **are taking their first class with Walden**, and do not complete their assignments by the end of the 7th day, 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.

If students have any questions about their assignments, or they are unable to complete their assignments, they should contact their faculty member.

## **Ongoing Attendance and Engagement**

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. Logging into the online course does not alone demonstrate adequate engagement. Student engagement includes activities such as doing assigned readings, preparing and presenting quality assignments (which may include tests, quizzes, papers, and other assessments) 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.

Each student is expected to take full responsibility for his or her academic engagement and progress. A student who fails to demonstrate an adequate level of participation in his or her course(es) may receive lower grades, including an "Incomplete" or failing grade. Students who do not demonstrate an adequate level of participation in their courses as indicated by course requirements, fail to notify Walden that they are no longer attending, and/or fail to pass at least one course in a term may be administratively withdrawn from Walden. Further, lack of adequate participation and/or administrative withdrawal can lead to the requirement for the return of federal financial aid previously awarded to the student. If Walden is required to return federal student aid funds, the student will be required to pay for any outstanding balance created by the return of funds.

### **Student Engagement via Participation in Online Discussion**

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 2–4 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 to meet learning goals.

## **Student Attendance for Undergraduate Programs**

While students are expected to schedule their personal and/or professional obligations and their course registrations so as to maintain continuous, regular attendance and any absence from class will impede learning, Walden recognizes that circumstances may arise that cause students to be absent from active course participation.

An "absence" is defined as students not meeting their academic obligations. This includes not submitting assignments, on time, according to schedules published in the classroom (e.g., syllabi, schedule of assignments).

Students faced with life situations that impede regular course participation should contact their undergraduate student success advisor and instructor immediately so the student can be advised on how to proceed. Should a student's life situation require repeated absences from the classroom or result in multiple missed or late assignments, a withdrawal from the course prior to the withdrawal deadline or leave of absence may be warranted. To learn more about requesting a leave of absence or withdrawal and its impact on academic progress and financial aid, please refer to the "Academic Progress" section within the Walden Student Handbook.

*Emergency* situations should be understood in the broadest sense and include not only natural disasters (e.g., hurricanes, wildfires, tornadoes), but also any instance that causes a real and literal disruption in a student's capacity to complete school work, including house fires, burglaries, domestic violence, medical emergencies, accidents, and any other occurrence that affects the student's consistent and ongoing access to the technology required for course delivery.

A *preplanned absence* is one that students know about in advance, regardless of the reason. For a preplanned absence, students are to make arrangements with the instructor in advance of the absence and may be advised to work ahead and submit the assignment(s) earlier so as not to fall behind. If the instructor provides an alternative due date, the student is obligated to meet the deadline provided or the late policy will apply.

## **Student Attendance for Graduate Programs**

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.

Walden University is a private educational institution and, therefore, it is not required to adhere to federal holiday observance for either its students or employees. All students have the option of enrolling in programs based on the academic calendar and what suits their individual schedules. Further, students are permitted to request an extension to an assignment due date in their courses in the event of a personal time conflict (e.g., holidays, preplanned vacations, and/or unexpected emergencies).

Both preplanned and emergency absences are to be kept to a minimum and should not exceed, cumulatively, the level stated 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.

In the event that a student must submit documentation to support the reason for an absence, students should contact their student success advisors for instructions on where and how to submit documentation. Students should not submit medical documentation directly to the instructor.

**Due to the nature of some discussions/assignments, instructors may or may not allow students to post and/or submit prior to or after the due date because of any absences.**

**Students should also refer to the section on Walden's Grading Policy.**

## **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 2–4 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 Responsibility for Technology**

Students are responsible for reviewing and understanding Walden University's technology policies, as outlined in the *Walden University Student Handbook*. Of note, students are required to have 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.

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, website, and e-mail service; the myWalden University Portal, Our Community, online classroom; 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 policies may be revised by Walden from time to time. Users are responsible for keeping apprised of changes to these policies and complying with all such changes.

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.

Walden recognizes that students can use alternate software to achieve the same results for a given task and/or assignment. Where submissions are to be made in certain formats, however, Walden does require that the submission be made in that requested format, so the submission can be reviewed appropriately. An example would be Microsoft Office. Walden understands that applications such as OpenOffice can be used to perform very similar tasks; however, all examples provided in the university's academic environment are standardized in Microsoft Office (the required software). Should assistance be needed, it would only be given with the use of that required software. The same applies for any submissions and/or assignments that are to be submitted in that format.

## **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 Student Success 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 2013 and Word 2003. For example, Word 2003 cannot open a document stored in Word 2013 format, and if the Word 2013 document is backed up and the backup computer has Word 2003 installed, the document will not be able to be read, modified, or printed.

## Walden's Grading Policy

Walden's standard grading policy will be used in each course. For more information, see the Course Grading Scales in Section 6 of this *Walden University Student Handbook*.

For the specific grading policies and standards of each course, please review the course syllabus and any course assignment rubrics that may be included in the course materials.

## Late Assignments

### Undergraduate Student Work

Walden expects students to submit assignments in a timely fashion according to schedules published in course information (syllabi and/or calendars). Assignments (e.g., applications, projects, journals, blogs, Check Your Knowledge or Tests for Understanding, quizzes, exams, etc.) submitted beyond the deadline, *outside of an emergency, documented illness, or without prior consent of the instructor*, will receive a grade reduction of 10% off of the total assignment points for each day past the original deadline up to 7 days. Late assignments submitted beyond the 7-day late period will receive *zero* points.

Discussion posts submitted *after* the deadline do not contribute to the weekly discussion or add value to the overall class experience. Therefore, late Discussion posts submitted *outside of an emergency, documented illness, or without prior consent of the instructor*, will only be awarded partial credit for the *initial* (content) post if submitted within 7 days of the original deadline. "Partial credit" for the initial (content) post will be defined as 10% off of the total Discussion points for each day past the original deadline up to 7 days. Initial (content) posts submitted beyond the 7-day late period will receive *zero* points. **No points will be awarded for late peer feedback posts for any reason, including a documented illness.**

Assignments submitted after the last day of class, unless due to an excused absence as defined above, will be not be accepted and will not be graded.

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.

## **Graduate Student Work**

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. See also Student Attendance and Engagement.

### ***Incomplete Grades for Graduate and Undergraduate Students***

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

Grades of *I* (Incomplete) are given at the discretion of the instructor, but normally are granted only if students have acceptably completed approximately 80% 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. 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.

## **Process for Petitions, Appeals, Grievances, and Complaints**

This *Walden University Student Handbook* describes policies 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 Student Success 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 noncompliant 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 or she is not satisfied with a level of service, some inconvenience, technical support, or other matter that the complainant feels has detracted from his or her student experience. The university regards all such complaints as important to the improvement of the Walden student experience.

## **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. Students can access this form from the **Student Services** tab of their portal, under Student Records. 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 e-mail correspondence, curriculum materials, and external documents supporting the petition. Petitions must be submitted **electronically** via an appropriate web form or by e-mailing [petitions@mail.waldenu.edu](mailto:petitions@mail.waldenu.edu).

Once the petition is received, an student success 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 student success advisor will forward it to the student's dean or executive director or their designees, with a recommendation, if appropriate. The dean or 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

Disclosure of Student and Alumni Information

Student Address, Telephone, and Name Change Requests

Student Identification Cards

## **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 e-mailing any changes to [infochanges@mail.waldenu.edu](mailto:infochanges@mail.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 1-410-209-8044. 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, any of the following documentation must be provided: a copy of the Social Security, Current Driver's License (if it contains a Social Security Number), W-2 Form, Unexpired U.S. Military ID, or State ID (if it contains a Social Security Number). This documentation will be maintained by the university to authenticate changed data.

## **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:

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.

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.

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.

The university may disclose educational records without the written consent of students to officials at schools, colleges, or universities participating in cross-enrollment programs for the furtherance of the educational or business purposes of the student or college. Walden University exchanges academic information with GENEX Institutions within the Laureate Network.

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 Customer Care Team at [reghelp@mail.waldenu.edu](mailto:reghelp@mail.waldenu.edu) at any time.

### **Public (Directory) Information**

- Name, address, and telephone number
- E-mail 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

### **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 e-mailing changes to [infochanges@mail.waldenu.edu](mailto:infochanges@mail.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 1-410-209-8044. 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, any of the following documentation must be provided: a copy of the Social Security, Current Driver's License (if it contains a Social Security Number), W-2 Form, Unexpired U.S. Military ID, or State ID (if it contains a Social Security Number). 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 and is available for printing through the myWalden portal. For more information, students can e-mail [support@mail.waldenu.edu](mailto:support@mail.waldenu.edu).

# Section 4. Academic Calendar, Admission, and Enrollment

Academic Calendar and Registration Policies

Admission Policies

Admission Requirements

Enrollment Requirements

Enrollment Options

Enrollment Verification

## Academic Calendar and Registration Policies

Quarter-Based Programs

Semester-Based Programs

Registration Policies

Please note quarter and semester start and end dates for the 2018–2019 academic years. 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). 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." For specific state refund policies, please see the Refund Policies in this Student Handbook.

Students who need to access calendars from previous academic years should refer to the archived Student Handbooks. You can access those handbooks [here](#).

### At-A-Glance Calendar

#### 2018–2019

Term	First Day of Term	Last Day of Term
<b>Quarter-Based</b>		
Fall Quarter 2018	27-Aug-2018	18-Nov-2018
Winter Quarter 2018–2019	26-Nov-2018	17-Feb-2019
Spring Quarter 2019	25-Feb-2019	19-May-2019
Summer Quarter 2019	28-May-2019	18-Aug-2019

<b>Semester-Based</b>		
Fall Semester 2018	4-Sep-18	23-Dec-18
Spring Semester 2019	7-Jan-19	28-Apr-19
Summer Semester 2019	6-May-19	25-Aug-19

Walden University is a private educational institution and, therefore, it is not required to adhere to federal holiday observance for either its students or employees. All students have the option of enrolling in programs based on the academic calendar and what suits their individual schedules. Further, students are permitted to request an extension to an assignment due date in their courses in the event of a personal time conflict (e.g., holidays, preplanned vacations, and/or unexpected emergencies).

## **Quarter-Based Programs**

### **2018–2019**

<b>Fall Quarter—2018</b>						
<i>Term in Weeks</i>	<i>First Day of Term</i>	<i>Last Day of Term</i>	<i>Last Day to ADD</i>	<i>Last Day to DROP with Refund</i>	<i>Last Day to WITHDRAW with W</i>	<i>Term Description</i>
12	27-Aug-18	18-Nov-18	29-Aug-18	2-Sep-18	17-Oct-18	Fall Quarter: Part of Term 1
11	27-Aug-18	11-Nov-18	29-Aug-18	2-Sep-18	13-Oct-18	Fall Quarter: Part of Term 27
8	27-Aug-18	21-Oct-18	29-Aug-18	2-Sep-18	30-Sep-18	Fall Quarter: Part of Term 7
6	27-Aug-18	7-Oct-18	29-Aug-18	2-Sep-18	22-Sep-18	Fall Quarter: Part of Term 3
4	27-Aug-18	23-Sept-18	29-Aug-18	2-Sep-18	13-Sep-18	Fall Quarter: Part of Term 17
3	27-Aug-18	16-Sep-18	29-Aug-18	2-Sep-18	9-Sep-18	Fall Quarter: Part of Term 23

6	10-Sep-18	21-Oct-18	12-Sep-18	16-Sep-18	6-Oct-18	Fall Quarter: Part of Term 31
6	24-Sep-18	4-Nov-18	26-Sep-18	30-Sep-18	20-Oct-18	Fall Quarter: Part of Term 29
6	8-Oct-18	18-Nov-18	10-Oct-18	14-Oct-18	3-Nov-18	Fall Quarter: Part of Term 5
4	8-Oct-18	4-Nov-18	10-Oct-18	14-Oct-18	25-Oct-18	Fall Quarter: Part of Term 21
3	8-Oct-18	28-Oct-18	10-Oct-18	14-Oct-18	21-Oct-18	Fall Quarter: Part of Term 25

<b>Winter Quarter—2018–2019</b>						
<i>Term in Weeks</i>	<i>First Day of Term</i>	<i>Last Day of Term</i>	<i>Last Day to ADD</i>	<i>Last Day to DROP with Refund</i>	<i>Last Day to WITHDRAW with W</i>	<i>Term Description</i>
12	26-Nov-18	17-Feb-19	28-Nov-18	2-Dec-18	16-Jan-19	Winter Quarter: Part of Term 1
11	26-Nov-18	10-Feb-19	28-Nov-18	2-Dec-18	12-Jan-19	Winter Quarter: Part of Term 27
8	26-Nov-18	20-Jan-19	28-Nov-18	2-Dec-18	30-Dec-18	Winter Quarter: Part of Term 7
6	26-Nov-18	6-Jan-19	28-Nov-18	2-Dec-18	22-Dec-18	Winter Quarter: Part of Term 3
4	26-Nov-18	23-Dec-18	28-Nov-18	2-Dec-18	13-Dec-18	Winter Quarter: Part of Term 17
3	26-Nov-18	16-Dec-18	28-Nov-18	2-Dec-18	9-Dec-18	Winter Quarter: Part of Term 23



6	10-Dec-18	20-Jan-19	12-Dec-18	16-Dec-19	5-Jan-19	Winter Quarter: Part of Term 31
6	7-Jan-19	17-Feb-19	9-Jan-19	13-Jan-19	2-Feb-19	Winter Quarter: Part of Term 5
4	7-Jan-19	3-Feb-19	9-Jan-19	13-Jan-19	24-Jan-19	Winter Quarter: Part of Term 21
3	7-Jan-19	27-Jan-19	9-Jan-19	13-Jan-19	20-Jan-19	Winter Quarter: Part of Term 25

<b>Spring Quarter—2019</b>						
<b>Term in Weeks</b>	<b>First Day of Term</b>	<b>Last Day of Term</b>	<b>Last Day to ADD</b>	<b>Last Day to DROP with Refund</b>	<b>Last Day to WITHDRAW with W</b>	<b>Term Description</b>
12	25-Feb-19	19-May-19	27-Feb-19	3-Mar-19	17-Apr-19	Spring Quarter: Part of Term 1
11	25-Feb-19	12-May-19	27-Feb-19	3-Mar-19	13-Apr-19	Spring Quarter: Part of Term 27
8	25-Feb-19	21-Apr-19	27-Feb-19	3-Mar-19	31-Mar-19	Spring Quarter: Part of Term 7
6	25-Feb-19	7-Apr-19	27-Feb-19	3-Mar-19	23-Mar-19	Spring Quarter: Part of Term 3
4	25-Feb-19	24-Mar-19	27-Feb-19	3-Mar-19	14-Mar-19	Spring Quarter: Part of Term 17
3	25-Feb-19	17-Mar-19	27-Feb-19	3-Mar-19	10-Mar-19	Spring Quarter: Part of Term 23
6	11-Mar-19	21-Apr-19	13-Mar-19	17-Mar-19	6-Apr-19	Spring Quarter: Part of Term 31

6	8-Apr-19	19-May-19	10-Apr-19	14-Apr-19	14-May-19	Spring Quarter: Part of Term 5
4	8-Apr-19	5-May-19	10-Apr-19	14-Apr-19	25-Apr-19	Spring Quarter: Part of Term 21
3	8-Apr-19	28-Apr-19	10-Apr-19	14-Apr-19	21-Apr-19	Spring Quarter: Part of Term 25

### Summer Quarter—2019

<b>Term in Weeks</b>	<b>First Day of Term</b>	<b>Last Day of Term</b>	<b>Last Day to ADD</b>	<b>Last Day to DROP with Refund</b>	<b>Last Day to WITHDRAW with W</b>	<b>Term Description</b>
12	28-May-19	18-Aug-19	30-May-19	3-Jun-19	18-Jul-19	Summer Quarter: Part of Term 1
11	28-May-19	11-Aug-19	30-May-19	3-Jun-19	14-Jul-19	Summer Quarter: Part of Term 27
8	28-May-19	21-Jul-19	30-May-19	3-Jun-19	1-Jul-19	Summer Quarter: Part of Term 7
6	28-May-19	7-Jul-19	30-May-19	3-Jun-19	23-Jun-19	Summer Quarter: Part of Term 3
4	28-May-19	23-Jun-19	30-May-19	3-Jun-19	14-Jun-19	Summer Quarter: Part of Term 17
3	28-May-19	16-Jun-19	30-May-19	3-Jun-19	10-Jun-19	Summer Quarter: Part of Term 23
6	10-Jun-19	21-Jul-19	12-Jun-19	16-Jun-19	6-Jul-19	Summer Quarter: Part of Term 31
6	8-Jul-19	18-Aug-19	10-Jul-19	14-Jul-19	3-Aug-19	Summer Quarter: Part of Term 5
4	8-Jul-19	4-Aug-19	10-Jul-19	14-Jul-19	25-Jul-19	Summer Quarter: Part of Term 21

3	8-Jul-19	28-Jul-19	10-Jul-19	14-Jul-19	21-Jul-19	Summer Quarter: Part of Term 25
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## 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 Student Success Advising Team.

### 2018–2019

Fall Semester—2018						
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	Term Description
16	4-Sep-18	23-Dec-18	6-Sep-18	10-Sep-18	11-Nov-18	Fall Semester: Part of Term 1
8	4-Sep-18	28-Oct-18	6-Sep-18	10-Sep-18	8-Oct-18	Fall Semester: Part of Term 2
6	4-Sep-18	7-Oct-18	6-Sep-18	10-Sep-18	25-Sep-18	Fall Semester: Part of Term 8
5	4-Sep-18	14-Oct-18	6-Sep-18	10-Sep-18	30-Sep-18	Fall Semester: Part of Term 18
4	4-Sep-18	30-Sep-18	6-Sep-18	10-Sep-18	21-Sep-18	Fall Semester: Part of Term 26
3	4-Sep-18	23-Sep-18	6-Sep-18	10-Sep-18	17-Sep-18	Fall Semester: Part of Term 36
6	17-Sep-18	28-Oct-18	19-Sep-18	23-Sep-18	13-Oct-18	Fall Semester: Part of Term 50

8	24-Sep-18	18-Nov-18	26-Sep-18	30-Sep-18	28-Oct-18	Fall Semester: Part of Term 48
10	8-Oct-18	16-Dec-18	10-Oct-18	14-Oct-18	19-Nov-18	Fall Semester: Part of Term 30
5	8-Oct-18	11-Nov-18	10-Oct-18	14-Oct-18	29-Oct-18	Fall Semester: Part of Term 10
16	29-Oct-18	17-Feb-19	31-Oct-18	4-Nov-18	5-Jan-19	Fall Semester: Part of Term 6
8	29-Oct-18	23-Dec-18	31-Oct-18	4-Nov-18	2-Dec-18	Fall Semester: Part of Term 4
4	29-Oct-18	25-Nov-18	31-Oct-18	4-Nov-18	15-Nov-18	Fall Semester: Part of Term 34
3	29-Oct-18	18-Nov-18	31-Oct-18	4-Nov-18	11-Nov-18	Fall Semester: Part of Term 38
6	12-Nov-18	23-Dec-18	14-Nov-18	18-Nov-18	8-Dec-18	Fall Semester: Part of Term 32
8	12-Nov-18	16-Dec-18	14-Nov-18	18-Nov-18	3-Dec-18	Fall Semester: Part of Term 12

<b>Spring Semester—2019</b>						
<b>Term in Weeks</b>	<b>First Day of Term</b>	<b>Last Day of Term</b>	<b>Last Day to ADD</b>	<b>Last Day to DROP with Refund</b>	<b>Last Day to WITHDRAW with W</b>	<b>Term Description</b>
16	7-Jan-19	28-Apr-19	9-Jan-19	13-Jan-19	16-Mar-19	Spring Semester: Part of Term 1
8	7-Jan-19	3-Mar-19	9-Jan-19	13-Jan-19	10-Feb-19	Spring Semester: Part of Term 2

6	7-Jan-19	17-Feb-19	9-Jan-19	13-Jan-19	2-Feb-19	Spring Semester: Part of Term 18
5	7-Jan-19	10-Feb-19	9-Jan-19	13-Jan-19	28-Jan-19	Spring Semester: Part of Term 8
4	7-Jan-19	3-Feb-19	9-Jan-19	13-Jan-19	24-Jan-19	Spring Semester: Part of Term 26
3	7-Jan-19	27-Jan-19	9-Jan-19	13-Jan-19	20-Jan-19	Spring Semester: Part of Term 36
6	22-Jan-19	3-Mar-19	24-Jan-19	28-Jan-19	17-Feb-19	Spring Semester: Part of Term 50
10	11-Feb-19	21-Apr-19	13-Feb-19	17-Feb-19	25-Mar-19	Spring Semester: Part of Term 30
5	11-Feb-19	17-Mar-19	13-Feb-19	17-Feb-19	4-Mar-19	Spring Semester: Part of Term 10
16	4-Mar-19	23-Jun-19	6-Mar-19	10-Mar-19	11-May-19	Spring Semester: Part of Term 6
8	4-Mar-19	28-Apr-19	6-Mar-19	10-Mar-19	7-Apr-19	Spring Semester: Part of Term 4
4	4-Mar-19	31-Apr-19	6-Mar-19	10-Mar-19	21-Mar-19	Spring Semester: Part of Term 34
3	4-Mar-19	24-Apr-19	6-Mar-19	10-Mar-19	17-Mar-19	Spring Semester: Part of Term 21
6	18-Mar-19	28-Apr-19	20-Mar-19	24-Mar-19	13-Apr-19	Spring Semester: Part of Term 32
5	18-Mar-19	21-Apr-19	20-Mar-19	24-Mar-19	8-Apr-19	Spring Semester: Part of Term 12

**Summer Semester—2019**

<b>Term in Weeks</b>	<b>First Day of Term</b>	<b>Last Day of Term</b>	<b>Last Day to ADD</b>	<b>Last Day to DROP with Refund</b>	<b>Last Day to WITHDRAW with W</b>	<b>Term Description</b>
16	6-May-19	25-Aug-19	8-May-19	12-May-19	13-Jul-19	Summer Semester: Part of Term 1
8	6-May-19	30-Jun-19	8-May-19	12-May-19	9-Jun-19	Summer Semester: Part of Term 2
6	6-May-19	16-Jun-19	8-May-19	12-May-19	1-Jun-19	Summer Semester: Part of Term 18
5	6-May-19	9-Jun-19	8-May-19	12-May-19	27-May-19	Summer Semester: Part of Term 8
4	6-May-19	2-Jun-19	8-May-19	12-May-19	23-May-19	Summer Semester: Part of Term 26
3	6-May-19	26-May-19	8-May-19	12-May-19	19-May-19	Summer Semester: Part of Term 36
6	20-May-19	30-Jun-19	22-May-19	26-May-19	15-Jun-19	Summer Semester: Part of Term 50
10	10-Jun-19	18-Aug-19	12-Jun-19	16-Jun-19	22-Jul-19	Summer Semester: Part of Term 30
8	10-Jun-19	4-Aug-19	12-Jun-19	16-Jun-19	14-Jul-19	Summer Semester: Part of Term 46

5	10-Jun-19	14-Jul-19	12-Jun-19	16-Jun-19	1-Jul-19	Summer Semester: Part of Term 10
16	1-Jul-19	20-Oct-19	3-Jul-19	7-Jul-19	7-Sep-19	Summer Semester: Part of Term 6
8	1-Jul-19	25-Aug-19	3-Jul-19	7-Jul-19	4-Aug-19	Summer Semester: Part of Term 4
4	1-Jul-19	28-Jul-19	3-Jul-19	7-Jul-19	18-Jul-19	Summer Semester: Part of Term 34
3	1-Jul-19	21-Jul-19	3-Jul-19	7-Jul-19	14-Jul-19	Summer Semester: Part of Term 38
5	15-Jul-19	18-Aug-19	17-Jul-19	21-Jul-19	5-Aug-19	Summer Semester: Part of Term 12

## 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 only add a course after **day 3** and through **day 7** with the approval of both the course instructor and the program's dean or 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, except in instances where students receive an *XF/XU* grade per the Failed Course Grade Sanction policy below..

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

The School of Nursing does not change course sections after a registration has been processed for any nursing specialization course. If there are extenuating circumstances, the situation will be evaluated on a case by case basis. Students should contact their student success advisor for more information.

### **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 Student Success Advising Team in writing via e-mail. 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 drop all their courses must notify a member of the Student Success Advising Team and the registrar's office in writing of their intention.**

For courses with drop 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.

<b>Course Length</b>	<b>Withdrawal Deadline for W Grade</b>
2-week course	10th calendar day
3-week course	14th calendar day
4-week course	18th calendar day
5-week course	22nd calendar day
6-week course	27th calendar day



8-week course	35th calendar day
10-week course	43rd calendar day
11-week course	48th calendar day
12-week course	52nd calendar day
16-week course	69th calendar day

## Failed Course Grade Sanction

Walden University provides students with the opportunity to drop or withdraw from courses at designated times in the term. Typically, in the first 7 days of the course, the student may drop the course without any financial penalty, and that course does not show on the transcript or count toward attempted credits. Once the drop period is over, students may withdraw from the course at any time during the established withdrawal period, with a sliding scale of financial responsibility depending on the date of withdrawal.\* Please refer to the "Financial Aid Programs" section within the *Walden University Student Handbook* for more information. When a student withdraws from a course during the withdrawal period, the course shows on the transcript with a grade of *W*. The grade of *W* counts toward credits attempted and academic progress but does not calculate into the GPA.

In a case where an academic integrity or other Code of Conduct violation is identified and ultimately sanctioned with a course failure, the student will be issued a grade of *XF* to notate the sanction. If the sanction occurs during the course drop or withdrawal period and a student drops or self-withdraws, the *XF* grade will override such course drop or self-withdrawal. The course will be treated as an attempted course and remain on the student's academic record. However, students who receive an *XF/XU* as the result of an academic integrity or other Code of Conduct violation will still be eligible for any applicable refunds in accordance with Walden University's Refund Policy or return of disbursed federal funds in accordance with the Federal Return of Title IV Funds Policy, respectively.

This grade is an important distinction from the grade of *W* in that the *XF* grade *will* calculate into the GPA, regardless of whether it is issued before, during, or after the withdrawal period. This grade is only to be used for cases of a failed course grade sanction due to academic integrity or other Code of Conduct violation.

Similarly, for courses that are graded as Satisfactory/Unsatisfactory (*S/U*), a failed course grade sanction of *XU* can be issued at any time during the term due to an academic integrity or other Code of Conduct violation. This grade is treated in the same manner as the *XF* grade, with the exception that at no point will it calculate into a student's GPA (per standard *S/U* grading policy).

In accordance with existing policy, a student may appeal the decision in cases of Code of Conduct violations. (See "Appeals Process" in the Student Appeals and Grievances section of this *Walden University Student Handbook*.)

In instances where the course failure sanction did not result in separation from the institution, is not a matter of public benefit, and/or does not pose a threat to any institution or third party, students may submit a request to remove the "X" on the permanent transcript record upon the successful completion of a course or other academic integrity exercise deemed appropriate by the student's school dean. Requests should be made in writing to the dean and [codeofconduct@mail.waldenu.edu](mailto:codeofconduct@mail.waldenu.edu). Note that a desire to remove the violation or the failed grade should be pursued by the appeals process above.

\*Pursuant to the "Tuition Refunds" policy, typically students enrolled in a 2-week or 3-week course may only drop a course without financial penalty within the first 3 days of the course. For such courses, there is no established withdrawal period for which they are eligible for a refund.

### **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.

## **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 the following:

- Academic record

- Goal statement (for select master's and doctoral program candidates only)

- Relevant work experience

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.

### **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.

## Second Graduate Degree

The university will not award a graduate degree with the same major or discipline more than once regardless if the original degree was from Walden or a non-related institution. This includes courses taken toward a different specialization within the degree for which a student was previously awarded. For graduate degrees, two degrees are understood to be the same if they are the same degree or contain a majority of the same core or required courses. An award from a previous non-related institution with the same degree name and major or discipline as the one being sought at Walden is presumed to be the same degree. Appeals for exceptions to this policy must demonstrate that the first degree differs significantly in the core or required curricula from the second degree being sought.

This policy does not apply to certificates.

## Admission Requirements

Bachelor's Admission Requirements: New and Transfer Students

Certificate Admission Requirements

Doctoral Admission Requirements

Education Specialist Admission Requirements

Executive Master of Business Administration Admission Requirements \*

Master's Admission Requirements

Master's Certificate Admission Requirements

Post-Doctoral Certificate Admission Requirements

Post-Master's Certificate Admission Requirements

Reading K–12 Endorsement Requirements\*

*\*This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.*

Additional policies:

Additional Academic Unit/Program Requirements

Applicants With Degrees and Coursework From Non-U.S. Institutions

Changing Concentrations or Specializations Within a Degree Program

Changing Degree Programs

Conditional Admission

Deferring Admission

English Proficiency

Gaining Readmission

Minimum Credit Requirements for Academic Programs

Non-Degree-Seeking Students

Prior Learning Credit

Transfer of Credit

## **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. All applicants are required to have earned, at a minimum, a recognized high school diploma, high school equivalency certificate (e.g., GED, HiSET), or other state-recognized credential of high school completion. Applicants who have completed their secondary education from a country outside of the U.S. will need to submit an official evaluation report completed by a member of the National Association of Credential Evaluation Services (NACES) or the Global Transcript Evaluation (GTE) service offered by Walden showing comparability to a U.S. high school diploma along with a copy of their academic credential. If selected for verification, candidates may be asked to provide official documents showing evidence of high school completion or equivalent. 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 admission to Walden's undergraduate programs:

### **1. Transcripts:**

#### **For candidates who have fewer than 12 college credits, one of the following is required:**

Official transcript showing conferral of a high school diploma from a school approved by the Department of Education in the state for which it is approved to grant diplomas.

Official transcript showing completion of high school equivalency (e.g., GED and HiSET).

Official transcript showing state-recognized credential of high school completion.

Official evaluation report from a member of the National Association of Credential Evaluation Services (NACES) or from the Global Transcript Evaluation service offered by Walden showing the comparability of a non-U.S. secondary education completion credential to a U.S. high school diploma and a copy of the academic credential.

#### **For candidates who have 12 or more college credits, the following is required:**

Candidates who have completed previous college work of 12 quarter credits (or more) will be reviewed as transfer candidates and, as such, must have attained a 2.0 cumulative (overall weighted) GPA from prior institution(s) attended. Candidates with less than 2.0 cumulative (overall weighted) GPA may be considered for conditional admission.

An official collegiate transcript from any institution(s) that is (are) 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.

Transcripts from ALL previous institutions must be submitted at the time of admission for review. Unofficial transcripts may be reviewed for admission; however, if admitted, a condition of admission will be required to have all official transcripts on file by the end of the first period of enrollment. Official transcripts are needed for continuing enrollment and for transfer of credit to be considered. GPA requirements for transfer of credit are

different from admission GPA requirements; please refer to the transfer of credit policy for additional details. Candidates with less than 2.0 cumulative (overall weighted) GPA may be considered for conditional admission.

**2. In addition to meeting the above criteria, candidates must meet at least one of the following:**

Be 21 years of age or older.

Be less than 21 years of age with 60 quarter credit hours.

Be active military or a veteran (must provide documentation of service).

Be concurrently enrolled in an approved partner institution with an articulation agreement with Walden.

**3. Completed application form**

**4. Access to a computer and the Internet**

**5. If applying to the Bachelor of Science in Nursing (BSN) program, please refer to the School of Nursing section in the catalog for admission requirements.**

**6. If applying to the Master of Arts in Teaching program, please refer to the *Additional Academic Unit/Program Requirements* section in this *Walden University Student Handbook*.**

*Note:* Any documents received by Walden University will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the *Walden University Student Handbook*.

## **Certificate Admission Requirements**

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.

Admission requires at least 1 year of teaching experience or a teaching certificate. While 1 year of teaching experience is required, applicants with less than 1 year of experience, but who are currently teaching, are eligible for conditional admission.

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

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

Completed application form.

Names 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.

Goal statement.

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

Access to a computer and the Internet.

**Note:** Any documents received by Walden University will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the *Walden Student Handbook*.

## **Doctoral Admission Requirements**

An official transcript of a master's degree, or higher, 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.

A minimum grade point average (GPA) of 3.0 on a 4.0 scale in post-baccalaureate degree coursework.

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

Completed application form.

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.

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

Access to a computer and the Internet.

*Note:* Any documents received by Walden University will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the *Walden Student Handbook*.

## **Education Specialist Admission Requirements**

An official transcript of a master's degree, or higher, 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

A minimum grade point average (GPA) of 3.0 on a 4.0 scale in post-baccalaureate coursework

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

Completed application form

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.

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

Access to a computer and the Internet

*Note:* Any documents received by Walden University will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the *Walden Student Handbook*.

## **Master's Admission Requirements**

An official transcript of a bachelor's degree, or higher, 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

A minimum grade point average (GPA) of 2.5 on a 4.0 scale in bachelor's degree coursework or a 3.0 on a 4.0 scale in master's degree coursework (Specific program requirements may apply.)

Completed application form

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.

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

Access to a computer and the Internet

**Note:** Any documents received by Walden University will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the *Walden Student Handbook*.

## **Master's Certificate Admission Requirements**

A bachelor's degree, or equivalent, in a discipline or field related to the program/specialization for which application is made 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

A minimum grade point average (GPA) of 2.5 on a 4.0 scale in bachelor's degree coursework

Completed application form

The Office of Admissions reserves the right to request the 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

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

Access to a computer and the Internet

**Note:** Any documents received by Walden University will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the *Walden Student Handbook*.

## **Post-Doctoral Certificate Admission Requirements**

An official transcript of a doctoral 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.

Completed application form.

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.

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

Access to a computer and the Internet.

*Note:* Any documents received by Walden University will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the *Walden University Student Handbook*.

## **Post-Master's Certificate Admission Requirements**

An official transcript of a master's degree, or higher, 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.

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

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

Completed application form.

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.

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

Access to a computer and the Internet.

**Note:** Any documents received by Walden University will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the *Walden University Student Handbook*.



## Reading K–12 Endorsement Requirements

Candidates must possess a current Minnesota teaching license, or the equivalent from another U.S. state.

Admission requires a bachelor's degree from a U.S. school accredited by one of the six regional accrediting associations recognized by 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. **Note:** Educational Credential Evaluators, Inc. (ECE, <http://www.ece.org/>) must evaluate a degree awarded from a non-U.S. institution as equivalent to a bachelor's degree awarded by a U.S. institution.

If a potential candidate holds a bachelor's degree from an institution that is not regionally accredited but is accredited by a professional/specialized or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA, <http://www.chea.org/>) or holds a bachelor's degree from a non-U.S. institution, in addition to Walden's Reading K–12 endorsement program, the candidate must complete a master's degree before Walden can recommend the candidate for endorsement. 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. The North Central Higher Learning Commission regionally accredits Walden University.

A cumulative GPA of 2.3, or its equivalent, must be reflected on the transcript that verifies the awarding of the candidate's bachelor's degree.

If a candidate graduated from a non-U.S. institution, the candidate's proficiency in English must be verified by a TOEFL score or waiver option.

A candidate must complete a goal statement (1–2 pages) that describes why he or she wants to become a Reading K–12 teacher.

Admission requires that candidates complete all application materials, including a signed acknowledgment of background check guidelines, as well as immunization and TB guidelines.

## 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  
College of Health Sciences  
College of Management and Technology

**The Richard W. Riley College of Education and Leadership**

In addition to the university's admission requirements, some programs within The Richard W. Riley College of Education and Leadership have their own requirements, as described in the section below.

In addition, some programs within The Richard W. Riley College of Education and Leadership, require the submission of a goal statement. Please refer to the additional program requirements for any specific guidelines pertaining to the goal statement or other criteria that must be met.

<i>Program</i>	<i>Requirements</i>
<b>BS in Elementary Education</b>	
BS in Elementary Education	<p>Admissions to the undergraduate program is the same for all programs. Additional requirements to begin the Education courses as part of the conditional Acceptance into the BS in Elementary Education Program are below.</p> <p><b>Teacher candidates can expect to complete the components during the admission process. Teacher candidates who are admitted into the BS in Elementary Education program are admitted conditionally.</b></p> <p><b>Clearing of the provision of admission</b></p> <p>Cumulative Walden GPA of 2.5 (this does not include transfer courses).</p> <p>Minimum 45 total credits completion (this includes transfer and Walden credits).</p> <p>Candidates provide evidence of taking one of the basic skills exams required by the state of Minnesota. All subtests must be taken and passed within the same test battery. <b>If a candidate does not receive a passing score, he or she will have an opportunity to retake the exam. If a candidate does not receive a passing score, he or she must retake an approved basic skills exam and pass it before he or she can apply for Demonstration Teaching.</b></p>
<b>Teacher Preparation Program With a Master of Arts in Teaching</b>	
Teacher Preparation Program With a Master of Arts in Teaching	<p>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</p>

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. Note: Educational Credential Evaluators, Inc. (ECE; [www.ece.org](http://www.ece.org)) must evaluate a degree awarded from a non-U.S. institution as equivalent to a bachelor's degree awarded by a U.S. institution.

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, [www.hlcommission.org](http://www.hlcommission.org). 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.

Submission of a goal statement that includes why the candidate wants to become a teacher in the chosen area, experience working with children and/or families from diverse populations, academic and work experience, personal qualities, and why the candidate chose Walden.

A minimum GPA of 2.5 on a 4.0 scale or its equivalent in bachelor's degree coursework. Candidates with a 2.30–2.49 cumulative GPA are eligible for conditional admission. These candidates must provide additional information in their application goal statement that includes an explanation of their low GPA, a plan for success, and a rationale for why they should be granted conditional admission to the program. These candidates must meet all requirements of Transition Point 2 before they can continue in their selected programs.

In lieu of research experience, the goal statement must cover the candidate's experience with diversity.

Admission requires the completion of all application materials, including a signed acknowledgment of

	<p>background check and fingerprinting guidelines, as well as immunization and TB guidelines.</p> <p>Applicants must have completed at least one college-level course in multicultural and/or global studies.</p> <p>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 candidates are 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 that they have no applicable courses in their undergraduate program, the prospective candidates will need to take a course in this area prior to being admitted to the program. They may fulfill this course through Walden or a different institution.</p> <p><b>Basic Skills Exam</b></p> <p>Candidates who began the program prior to Fall 2017 must provide evidence of <b>taking</b> one of the basic skills exams required by the state of Minnesota. Candidates who began the program Fall 2017 or after must <b>pass</b> one of the approved basic skills exam before he or she can submit the <i>Application for Intensive Field Experiences and Demonstration Teaching</i>.</p>
<p><b>Endorsement Program</b></p>	
<p>Reading K–12 Endorsement Programs</p> <p><i>This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.</i></p>	<p>A bachelor's degree, or higher, 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.</p> <p>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</p>

	<p>associations recognized by the U.S. Department of Education. Walden University is accredited by The Higher Learning Commission, <a href="http://www.hlcommission.org">www.hlcommission.org</a>.</p> <p>A minimum GPA of 2.3 on a 4.0 scale in bachelor's degree coursework. Conditional admission may be available for this program.</p> <p>A current Minnesota teaching license or the equivalent from another U.S. state.</p> <p>Application materials fully completed, including signed acknowledgment of responsibility for licensure.</p>
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**Graduate Certificate Programs**

<p>Graduate Certificate in:</p> <ul style="list-style-type: none"> <li>Curriculum, Instruction, and Assessment</li> <li>Elementary Reading and Literacy</li> <li>Engaging Culturally Diverse Learners</li> <li>Integrating Technology in the Classroom</li> <li>Mathematics 5–8</li> <li>Mathematics K–6</li> <li>Professional Development</li> <li>Science, Grades K–8</li> <li>Special Education (Non-Licensure)</li> <li>Teaching English Language Learners</li> <li>Teacher Leadership</li> </ul>	<p>Admission requires at least 1 year teaching experience or a teaching certificate. While 1 year of teaching is required, applicants with less than 1 year, but who are currently teaching, may be eligible for conditional admission.</p> <p>Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee).</p> <p>An undergraduate GPA of 2.5 or better is a criterion for full admission. Conditional admission may be available for this program.</p>
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**Master's Programs**

<p>MS in Education (except MS in Education with a specialization in Educational Leadership and Administration [Principal Preparation program])</p>	<p>Admission requires at least 1 year of teaching experience or a current and valid teaching certificate. Applicants with less than 1 year, however, but who are currently teaching, are eligible for conditional admission.</p> <p>Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee).</p>
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	<p>A minimum grade point average (GPA) of 2.5 on a 4.0 scale in bachelor's degree coursework. Conditional admission may be available for this program.</p>
<p>MS in Education with a specialization in Educational Leadership and Administration (Principal Preparation program)</p>	<p>A bachelor's degree or higher in a discipline or field related to the program.</p> <p>A minimum cumulative GPA of 2.5 on the transcript that verifies the awarding of the bachelor's degree.</p> <p>For graduates of non-U.S. institutions: verified proficiency in English.</p> <p>At least 1 year of teaching experience and a valid state-issued teaching license or certificate. Candidates should check for the teaching experience required by their state prior to applying for principal licensure or certification.</p> <p>Completed application materials, including a signed acknowledgment of background check, fingerprinting, immunization, and TB guidelines.</p> <p>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.</p>
<p><b>Post-Master's Certificates</b></p>	
<p>Post-Master's Certificate in Adult Education</p>	<p>A minimum grade point average (GPA) of 3.0 on a 4.0 scale in a master's degree coursework.</p> <p>It is advantageous to have 3 years of professional and/or academic experience. Students lacking experience may be admitted; however, it could hinder their success within the program.</p> <p>Applicants should have current and consistent direct access to a group of students in a postsecondary learning environment by the time of entry into the program.</p> <p>Conditional admission may be available for this program.</p>
<p><b>Education Specialist (EdS) Programs</b></p>	
<p>Education Specialist (EdS) in Curriculum, Instruction, and Assessment</p>	
<p>Education Specialist (EdS) in Early Childhood Education</p>	<p>Students are required to have one of the following:  A master's or bachelor's degree in early childhood education OR</p>

	<p>A master's or bachelor's degree in a related field such as elementary or special education, child development, or child psychology.</p> <p>It is preferred to have 2 years of professional experience in early childhood education.</p> <p>Students must have access to a school or district environment that has early childhood education programming*</p> <p><i>Note:</i> Students may direct questions regarding these requirements to their Enrollment Advisor.</p> <p>*Students are required to discuss how they satisfy this requirement during the admission's process.</p>
<p>Education Specialist (EdS) in Educational Administration and Leadership</p>	<p>It is preferred to have 3 years of professional and/or academic experience in P–12 Education.</p> <p>It is preferred for applicants to the Educational Administration and Leadership specialization to be certified and to be currently employed as an education administrator.</p> <p>In order to complete the assignments successfully, applicants must have access to a P–12 administrator throughout the program. In addition, applicants must also have access to students, and community members associated with a P–12 school setting in order to successfully complete the assignments in the program.</p> <p>Conditional admission may be available for this program.</p>
<p>Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation program)</p>	<p>A master's degree or higher in a discipline or field related to the program.</p> <p>A minimum cumulative GPA of 3.0 on the transcript that verifies the awarding of the master's degree.</p> <p>For graduates of non-U.S. institutions: verified proficiency in English.</p> <p>At least 1 year of teaching experience and a valid state-issued teaching license or certificate. Candidates should check for the teaching experience required by their state prior to applying for principal licensure or certification.</p> <p>Completed application materials, including a signed acknowledgment of background check, fingerprinting, immunization, and tuberculosis (TB) guidelines.</p> <p>Names of and contact information for two persons, professional or academic, qualified to comment</p>

	<p>knowledgeably on the applicant's skills and qualifications for study in the intended field.</p>
<p>Education Specialist (EdS) in Educational Technology</p>	<p>It is advantageous to have 3 years of professional and/or academic experience. Students lacking experience may be admitted; however, it could hinder their success within the program.</p> <p>Applicants must have at least 1 year of experience applying technology in the workplace.</p> <p>Conditional admission may be available for this program.</p>
<p>Education Specialist (EdS) in Reading, Literacy, and Assessment</p>	<p>It is advantageous to have at least 3 years of professional experience in education.</p> <p>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.</p> <p>Students are required to have a master's degree in education or a teaching background.</p> <p>Conditional admission may be available for this program.</p> <p><b>Note:</b> Students may direct questions regarding these requirements to their Enrollment Advisor.</p>
<p>Education Specialist (EdS) in Special Education</p>	<p>Students are required to have one of the following:</p> <ul style="list-style-type: none"> <li>A Master's in Special Education degree OR</li> <li>A master's degree in a related field such as education, school counseling or school psychology and 2 years of related work experience implementing aspects of and/or creating IEPs (Individual Education Plans)</li> </ul> <p>Students must have access to a school or district environment that has special education programming.*</p> <p>Conditional admission may be available for this program.</p> <p>*Students are required to discuss how they satisfy this requirement during the admission's process.</p>
<p><b>Doctor of Education (EdD)</b></p>	
<p>EdD with a specialization in Community College Leadership</p>	<p>It is preferred that applicants have at least 3 years of professional experience in a community college setting, education or a related field.</p> <p>Applicants must have current and consistent direct access to students, faculty or staff in an authentic community college learning environment.*</p> <p>Conditional admission may be available for this program.</p>



	<p>*Applicants are required to discuss how they satisfy this requirement during the admission's process.</p>
<p>EdD with a specialization in Curriculum, Instruction, and Assessment</p>	<p>It is preferred that applicants have 3 years of professional and/or academic experience related to P–12 educational settings.</p> <p>In order to complete the course assignments successfully, applicants must have access to P–12 students or adults in postsecondary educational settings or an equivalent educational setting.</p> <p>Conditional program admission may be available on a case-by-case basis to students who can successfully demonstrate how an alternate setting is in alignment with P–12 students, adults, and community partners or a similar postsecondary setting.</p>
<p>EdD with a specialization in Early Childhood Education</p>	<p>It is advantageous to have at least 3 years of professional experience in education. Students are required to have one of the following:</p> <ul style="list-style-type: none"> <li>A master's or bachelor's degree in one of the following: early childhood, child development, child psychology, human development, human ecology, family studies, education (K–12 teaching degree or related title); OR</li> <li>Successful completion of at least four graduate courses with sufficient content in early childhood, including child development and effective program practices; OR</li> <li>Strong related work experience in early childhood.*</li> </ul> <p>Conditional admission may be available for this program.</p> <p><i>Note:</i> Students may direct questions regarding these requirements to their Enrollment Advisor.</p> <p>*Students are required to discuss how they satisfy this requirement during the admission's process.</p>
<p>EdD with a specialization in Educational Administration and Leadership (Non-Licensure)</p>	<p>It is preferred to have 3 years of professional and/or academic experience in P–12 Education.</p> <p>It is preferred for applicants to the Educational Administration and Leadership specialization to be certified and to be currently employed as an education administrator.</p> <p>In order to complete the assignments successfully, applicants must have access to a P–12 administrator throughout the</p>

	<p>program. In addition, applicants must also have access to students, and community members associated with a P–12 school setting in order to successfully complete the assignments in the program.</p> <p>Conditional admission may be available for this program.</p> <p>*Applicants are required to discuss how they satisfy this requirement during the admissions process.</p>
EdD with a specialization in Educational Technology	<p>It is advantageous to have 3 years of professional and/or academic experience.</p> <p>Applicants must have at least 1 year of experience applying technology in the workplace.</p>
EdD with a specialization in Higher Education and Adult Learning	<p>It is preferred that applicants have at least 3 years of professional experience in education or a related field.</p> <p>Applicants must have current and consistent direct access to adult learners, students, faculty or staff in an authentic postsecondary education environment or adult learning setting.*</p> <p>Conditional admission may be available for this program.</p> <p>*Applicants are required to discuss how they satisfy this requirement during the admission's process.</p>
EdD with a specialization in Higher Education Leadership and Management	<p>It is preferred that applicants have at least 3 years of professional experience in higher education or a related field.</p> <p>Applicants must have current and consistent direct access to students, faculty, staff or administrators in an authentic postsecondary/higher education environment.*</p> <p>Conditional admission may be available for this program.</p> <p>*Applicants are required to discuss how they satisfy this requirement during the admission's process.</p>
EdD with a specialization in Reading, Literacy, and Assessment	<p>It is advantageous to have at least 3 years of professional experience in education.</p> <p>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.</p> <p>Students are required to have a master's degree in education or a teaching background.</p> <p>Conditional admission may be available for this program.</p>

	<p><b>Note:</b> Students may direct questions regarding these requirements to their enrollment advisor.</p>
EdD with a specialization in Special Education	<p>Students are required to have one of the following:  A Master's in Special Education degree OR  A master's degree in a related field such as education, school counseling or school psychology and 2 years of related work experience implementing aspects of and/or creating IEPs (Individual Education Plans)</p> <p>Students must have access to a school or district environment that has special education programming.*  Conditional admission may be available for this program.</p> <p>*Students are required to discuss how they satisfy this requirement during the admission's process.</p>
<b>PhD in Education</b>	
PhD in Education with a specialization in Educational Technology	<p>It is advantageous to have 3 years of professional and/or academic experience. Students lacking experience may be admitted; however, it could hinder their success within the program.</p> <p>Applicants must have at least 1 year of experience applying technology in the workplace.</p>
PhD in Education with a specialization in Reading, Literacy, Assessment, and Evaluation	<p>It is advantageous to have at least 3 years of professional experience in education.</p> <p>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.</p> <p>Students are required to have a master's degree in education or a teaching background.</p> <p>Conditional admission may be available for this program.</p>
PhD in Education with a specialization in Early Childhood Special Education	<p>Students are required to have one of the following:  An MS in Early Childhood Special Education degree from an accredited institution of higher education OR  An MS in Special Education degree from an accredited institution of higher education and a minimum of 2 years of related work experience working directly with all aspects of the continuum of service for early childhood children with identified special education related needs*  OR</p>

	<p>An MS in Early Childhood Education and a minimum of 2 years of related work experience working directly with all aspects of the continuum of service for early childhood children with identified special education related needs* OR</p> <p>An MS in Education degree with professional experience working directly with children in early childhood (through age 8) or special education.*</p> <p>Students must have access to a school or district environment that has early childhood special education programming or an early childhood setting providing documented/approved services for populations identified as requiring early childhood special education.*</p> <p>Conditional admission may be available for this program.</p> <p>*Students are required to discuss how they satisfy this requirement during the admission's process.</p>
<p>PhD in Education with a specialization in Early Childhood Leadership and Advocacy</p>	<p>It is advantageous to have at least 3 years of professional experience in education.</p> <p>Students are required to have one of the following:</p> <p>A master's or bachelor's degree in one of the following: early childhood, child development, child psychology, human development, human ecology, family studies, education (K–12 teaching degree or related title); OR</p> <p>Successful completion of at least four graduate courses with sufficient content in early childhood, including child development and effective program practices; OR</p> <p>Strong related work experience in early childhood.*</p> <p>Conditional admission may be available for this program.</p> <p>*Students are required to discuss how they satisfy this requirement during the admission's process.</p>
<p>PhD in Education with a specialization in Curriculum, Instruction, Assessment, and Evaluation</p>	<p>It is preferred that applicants have 3 years of professional and/or academic experience related to P–12 educational settings.</p> <p>In order to complete the course assignments successfully, applicants must have access to P–12 students or adults in postsecondary educational settings or an equivalent educational setting.</p> <p>Conditional program admission may be available on a case-by-case basis to students who can successfully demonstrate how an alternate setting is in alignment with</p>

	P–12 students, adults, and community partners or a similar postsecondary setting.
PhD in Education with a specialization in Organizational Research, Assessment, and Evaluation	<p>It is preferred that applicants have at least 3 years of professional experience within an organization that enables and promotes individual and organizational assessment and evaluation.*</p> <p>It is preferred that applicants have access to a stakeholder within their own organization or an external organization who is responsible for the evaluation or assessment of that organization.</p> <p>*Applicants do not need to be employed by an educational organization. A broad range of professional settings including corporate, nonprofit, government, healthcare, etc. is appropriate.</p>
PhD in Education with a specialization in Higher Education Leadership, Management, and Policy	<p>It is preferred that applicants have at least 3 years of successful professional experience working in higher education administration or a related administrative field.</p> <p>It is preferred that an applicant will have access to an institution of higher education to practice, observe, and reflect on practices.</p> <p><b>Note:</b> Conditional admission may be available for this program.</p>
PhD in Education with a specialization in Educational Policy, Leadership, and Management (P–20)	<p>It is preferred that applicants have at least 3 years of professional experience in P–12 or higher education.</p> <p>Applicants must have current and consistent direct access to students, faculty, staff or administrators in an authentic P–20 education environment.*</p> <p>Conditional admission may be available for this program.</p> <p>*Applicants are required to discuss how they satisfy this requirement during the admission's process.</p>

## **College of Health Sciences**

### **School of Health Sciences**

#### *Master of Public Health (MPH)*

Telephone interviews may be conducted at the discretion of the dean (or designee).  
Conditional Admission may be available for this program.

#### *MS in Health Informatics*

Telephone interviews may be conducted at the discretion of the dean (or designee).

Conditional Admission may be available for this program.

### *PhD in Health Services*

Telephone interviews may be conducted at the discretion of the dean (or designee).

An essay may be required for admission to the PhD program.

Conditional Admission may be available for this program.

### *PhD in Public Health*

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.

Telephone interviews may be conducted at the discretion of the dean (or designee).

Conditional Admission may be available for this program.

### *PhD in Nursing*

Applicants must have a registered nurse (RN) license in the United States or its territories that is current, active, and in good standing through the start date of their intended program.

International nurses must have the equivalent of a U.S. RN license. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) or the Global Transcript Evaluation Team (GTE service offered by Walden University). Applicants with current disciplinary actions or restrictions will not be admissible. Any prior or concluded disciplinary actions will require additional verification to determine admissibility. A master's degree in nursing (with a minimum GPA 3.0 on a 4.0 scale) 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. Dept. of Education, or from an appropriately accredited non-U.S. institution. A minimum grade point average of 3.0 on a 4.0 scale for the admitting degree.

### *Doctor of Nursing Practice (DNP)*

#### *U.S. Admissions Policy*

Applicants must have a registered nurse (RN) license in the United States or its territories that is current, active, and in good standing through the start date of their intended program.

International nurses must have the equivalent of a U.S. RN license. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) or the Global Transcript Evaluation Team (GTE service offered by Walden University). Applicants with current disciplinary actions or restrictions will not be admissible. Any prior or concluded disciplinary actions will require additional verification to determine admissibility. A Master's degree in Nursing, 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 with a specialization approved by the Commission on Collegiate Nursing Education (CCNE). A minimum grade point average (GPA) of 3.0 on a 4.0 scale in Master's degree coursework.

### *Post-Master's Certificate in Nursing*

Applicants must have a registered nurse (RN) license in the United States or its territories that is current, active, and in good standing through the start date of their intended program. International nurses must have the equivalent of a U.S. RN license. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) or the Global Transcript Evaluation Team (GTE service offered by Walden University). Applicants with current disciplinary actions or restrictions will not be admissible. Any prior or concluded disciplinary actions will require additional verification to determine admissibility. 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. Applicants must have a minimum GPA of 3.0 in master's degree coursework.

### **Early Conditional Admission Option**

Students currently enrolled in their last term of an accredited Associate's Degree of Nursing program may apply for early conditional admission to the BSN, BSN-AIM, or RN-MSN programs. Students who are admitted conditionally will need to provide and satisfy the following prior to their desired start date:

Official transcript showing conferral of an Associate's Degree in Nursing or Nursing Diploma.

Degree GPA of the Associate's Degree or Nursing Diploma must be 2.5 or higher for RN-MSN.

Official transcripts from all previously attended colleges or universities.

Cumulative GPA from all prior college credit completed must be 2.0 or higher for BSN program, and 2.5 or higher for BSN-AIM.

Documented proof of 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.

All other admission requirements for the BSN, BSN-AIM, or RN-MSN program are satisfied.

*Note: Early admission is not available for the following RN-MSN specializations: Adult Gerontology Nurse Practitioner, Adult Gerontology/Acute Care Nurse Practitioner, and Family Nurse Practitioner.*

*Transcripts of courses taken to obtain the RN license will be evaluated.*

## *Master of Science in Nursing (MSN)*

Applicants must have a registered nurse (RN) license in the United States or its territories that is current, active, and in good standing through the start date of their intended program. International nurses must have the equivalent of a U.S. RN license. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) or the Global Transcript Evaluation Team (GTE service offered by Walden University). Applicants with current disciplinary actions or restrictions will not be admissible. Any prior or concluded disciplinary actions will require additional verification to determine admissibility. Admission to the BSN-MSN track requires a bachelor's degree in nursing (BSN). Applicants to the RN-MSN track must present an associate's degree in nursing or a diploma in nursing. Applicants to the RN-MSN track must have one of these two nursing degrees conferred. A minimum grade point average of 2.5 on a 4.0 scale for the admitting degree. Applicants to the Family Nurse Practitioner, Adult Gerontology Nurse Practitioner, or Adult Gerontology/Acute Care Nurse Practitioner specializations must submit a work experience form demonstrating 2 years of experience as a licensed RN. Applicants to the Family Nurse Practitioner, Adult Gerontology Nurse Practitioner, or Adult Gerontology/Acute Care Nurse Practitioner specializations must submit a clinical site identification form to identify appropriate potential clinical sites for practicum. 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. References may be contacted if deemed necessary. 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 as a part of their provisional admission into the MSN program. Students completing provisional coursework at Walden must earn a *C* or better in each course and maintain a GPA of 3.0.

<b>Courses</b>	<b>Number</b>
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)	3 courses
Statistics	1 course
Electives	1 course
<b>Total</b>	<b>11 courses</b>



## ***School of Nursing***

### *Bachelor of Science in Nursing (BSN AIM-RN to BSN to MSN track)*

#### *U.S. Admission Requirements*

Applicants must have a registered nurse (RN) license in the United States or its territories that is current, active, and in good standing through the start date of their intended program. International nurses must have the equivalent of a U.S. RN license. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) or the Global Transcript Evaluation Team (GTE service offered by Walden University). Applicants with current disciplinary actions or restrictions will not be admissible. Any prior or concluded disciplinary actions will require additional verification to determine admissibility. Applicants to the BSN Completion Program must present an associate's degree in nursing or a diploma in nursing. Walden University will not accept applications without one of these two nursing degrees conferred. A minimum cumulative grade point average of 2.5 on a 4.0 scale for all undergraduate level coursework. Please refer to the following page for degrees completed outside of the United States:  
<http://catalog.waldenu.edu/content.php?catoid=103&navoid=26501>

### *Bachelor of Science in Nursing (BSN-RN to BSN Track)*

#### *U.S. Admission Requirements*

Applicants must have a registered nurse (RN) license in the United States or its territories that is current, active, and in good standing through the start date of their intended program. International nurses must have the equivalent of a U.S. RN license. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) or the Global Transcript Evaluation Team (GTE service offered by Walden University). Applicants with current disciplinary actions or restrictions will not be admissible. Any prior or concluded disciplinary actions will require additional verification to determine admissibility. Applicants to the BSN Completion Program must present an associate's degree in nursing or a diploma in nursing. Walden University will not accept applications without one of these two nursing degrees conferred. A minimum cumulative grade point average of 2.0 on a 4.0 scale for all undergraduate level coursework. Please refer to the following page for degrees completed outside of the United States:  
<http://catalog.waldenu.edu/content.php?catoid=103&navoid=26501>

## ***College of Management and Technology***

*All graduate programs in the College of Management and Technology require the submission of a résumé.*

## ***School of Information Systems and Technology***

### *Doctor of Information Technology (DIT)*

Applicants without a technical master's degree are required to have at least 3 years of relevant professional experience.

Bachelor's Entry Option: Applicants with a bachelor's degree in IS, IT, computer science, or computer/software engineering with a cumulative GPA or 3.0 higher may be admissible.

### *MS in Information Technology (MS IT)—Big Data Analytics Specialization*

Students interested in this specialization should have knowledge of Java, SQL, and data processing/warehousing principles and applications. A student with a bachelor's degree in Computer Science, Engineering, Finance, Math (Discrete Mathematics, Statistics), or similar field grounded in quantitative skills is required. Students who have completed a bachelor's degree outside of those listed above and at a least one of the following certifications are also eligible:

IBM certification in Cognos, Risk Analytics, or SPSS

SAS certification in Foundation, Analytics, Administration, Data Management or Enterprise Business Intelligence

Microsoft certification (e.g., MCITP, MCSA, MCSE, MCSM, MCDBA)

Certified Business Intelligence Professional

Certified Analytics Professional

Certified Data Management Professional

Certified Health Data Analyst

## ***School of Management***

### *MS in Accounting*

A Letter of Intent may be required if the student previously attended Walden University or has transfer credit from an external credential.

### *MS in Human Resource Management—Track 2*

This track gives experienced HR practitioners the opportunity to customize their program according to their unique professional needs and interests. To pursue this path of study, the student must hold at least one of the following industry certifications:

Human Resources Certification Institute (HRCI)

Professional in Human Resources (PHR®)

Senior Professional in Human Resources (SPHR®)

Global Professional in Human Resources (GPHR®)

Society for Human Resources (SHRM)

Society for Human Resource Management Certified Professional (SHRM-CP)

Society for Human Resource Management Senior Certified Professional (SHRM-SCP)

International Public Management Association for Human Resources (IPMA-HR)

Certified Professional (CP)

Senior Certified Professional (SCP)

### *MS in Leadership*

It is advantageous that applicants have at least 3 years of professional experience.

### *Executive Master of Business Administration (EMBA)*

Professional letter of reference

Essay

An undergraduate GPA of 3.0 is required for admission

Applicants are required to have 7+ years of work experience with at least 4 of these years being meaningful managerial experience

Faculty interview

### *PhD in Management (All Specializations)*

Students are required to hold a master's degree in a business or management-related field.

An essay may be required for admission to the PhD program.

### *Doctor of Business Administration (DBA, All Specializations)*

Students are required to hold a master's degree in a business-related field.

An essay may be required for admission to the DBA program.

### *Post-Doctoral Bridge to Business Administration Certificate*

A terminal degree with a GPA of 3.0 is required.

### *Post-Doctoral Bridge to Management Certificate*

A terminal degree with a GPA of 3.0 is required.

## **College of Social and Behavioral Sciences**

### **School of Counseling**

MS in Addiction Counseling  
MS in Clinical Mental Health Counseling  
MS in Marriage, Couple, and Family Counseling  
MS in School Counseling

*Additional Requirements for above programs:*

Faculty review of admissions file  
Professional Goal Statement  
Resume/Curriculum Vita  
International Student Acknowledgment Form (International students only)  
Acknowledgment Form (dependent upon state of residency)  
PhD in Counselor Education and Supervision  
Faculty review of admissions file  
Master's degree in Counseling—must meet minimum number of pre-requisite courses, totaling 29 credits  
Professional Goal Statement  
Résumé/Curriculum Vita  
International Student Acknowledgment Form (International students only)  
Acknowledgment Form (dependent upon state of residency)  
Clinical Attestation Statement  
Three (3) Professional Letters of Recommendation  
Video interview

### **School of Psychology**

#### **Master's Degree Programs**

MS in Developmental Psychology  
Bachelor's degree **OR** International degree equated to "first professional degree"  
2.5 GPA or above = Admit  
2.3-2.49 GPA = eligible for Conditional Admit  
2.29 GPA or below = Admissions Committee

**OR**

Master's degree **OR** Professional degree (MD, JD, etc.)  
3.0 GPA or above = Admit

#### **Doctoral Degree Programs**

PhD in Developmental Psychology  
A bachelor's degree or master's degree, or equivalent, from a U.S. school accredited by a regional/professional/specialized or national accrediting organization

recognized by the Council on Higher Education Accreditation (CHEA), the U.S. Department of Education, or from a non-U.S. institution.

3.0 GPA or above = Admit

#### PhD in Psychology

Bachelor Entry option: GPA of 3.0 on Bachelor's degree to be eligible for bachelor entry option.

Counseling and Clinical specializations only

International Student Petition Request Form (for students who reside outside of the U.S. or U.S. Territories)

Acknowledgment Statement on Licensure—all applicants

Industrial and Organizational Psychology specialization

Bachelor entry option: GPA of 3.0 on Bachelor's degree to be eligible for bachelor entry option

### *Barbara Solomon School of Social Work and Human Services*

#### **Bachelor's Degree Programs**

Bachelor of Social Work (BSW)

#### **Master's Degree Programs**

Master of Social Work (MSW)

Goal Statement

Résumé/Curriculum Vita

Acknowledgment Statement on Licensure—all applicants

International Student Acknowledgment Form (International students only)

Advanced Standing Applicants

Applicants must have graduated with a Bachelor of Social Work (BSW) degree from a Council of Social Work Education (CSWE)-accredited program within the last 6 years.

Applicants must have a minimum GPA of 3.0 to be eligible for the Advanced Standing track.

If an applicant does not meet the qualification requirements for the Advanced Standing program, enrollment advisors should recommend either the part-time or 2-year tracks as alternative options.

#### **Doctoral Degree Programs**

Doctor of Social Work (DSW)

PhD in Social Work

*Additional Requirements for above programs:*

MSW degree accredited by the Council on Social Work Education (CSWE)

Two (2) professional or academic references

PhD in Human and Social Services

Résumé/Curriculum Vita

Bachelor Entry option: GPA of 3.0 on Bachelor's degree to be eligible for bachelor entry option.

## **School of Public Policy and Administration**

### **Doctoral Degree Programs**

Doctor of Public Administration

Master's degree **OR** Professional degree (MD, JD,

etc.) 3.0 GPA or above

Online application

Official or unofficial transcripts

An essay may be required for admission to the DPA or PhD program.

PhD in Criminal Justice

Résumé/Curriculum Vitae

PhD in Public Policy and Administration

An essay may be required for admission to the DPA or PhD program.

## **Applicants With Degrees and Coursework From Non-U.S. Institutions**

### ***Applying for Admission***

Walden University welcomes people who have degrees or completed coursework from non-U.S. institutions. To apply, they will need to have their academic record evaluated for comparability to a U.S. degree or coursework by one of the following two services:

The Global Transcript Evaluation Team (GTE service offered by Walden University)

A credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) <http://www.naces.org/members.html>.

### **GTE Document Requirements**

Applicants who wish to utilize the GTE service offered by Walden University must provide the following:

A clear and legible copy of his/her academic record in its original language.

For completed degrees, a clear and legible copy of his/her diploma in its original language.

A professional English translation of his/her complete academic record and diploma.

## **NACES Document Requirements**

Applicants who choose to have their international credential evaluated by a NACES member must provide the following to the Office of Admissions:

- An official NACES evaluation.

- A copy of the academic record that was evaluated by the NACES member.

## **Three-year Bachelor's Degrees**

The Global Transcript Evaluation team will evaluate 3-year bachelor's degrees to determine comparability to a U.S. bachelor's degree. Walden University will generally consider degrees obtained from countries participating in the Bologna Process to be equivalent to U.S. bachelor's degrees. There are also many other 3-year degree programs from countries not participating in the Bologna Process that may be considered comparable to a U.S. bachelor's degree. Each applicant's academic background is reviewed holistically and on a case-by-case basis. In order to receive the most comprehensive and fair assessment, 3-year degree holders should provide academic records for their undergraduate studies as well as any prior education completed.

## **Countries Not Evaluated by GTE**

Due to prevailing circumstances, GTE will not complete evaluations for credentials earned in Somalia and Afghanistan. If an applicant has earned a degree or completed coursework from an institution located in these areas, the applicant should send his or her academic documents to a NACES-approved evaluation service (<http://www.naces.org/members.html>).

## **International Inquiries**

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

## **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 completed by one of the following two services:

- The Global Transcript Evaluation (GTE) service offered by Walden University.

- A credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) <http://www.naces.org/members.html>.

Applicants seeking transfer of credit and who are interested in utilizing Walden's GTE service will need to submit the following:

- A clear and legible copy of his or her academic record in its original language.

- For completed degrees, a clear and legible copy of his or her diploma in its original language.

- A professional English translation of his or her academic record and diploma.

Applicants seeking transfer of credit and who choose to have their international credential evaluated by a NACES member must provide the following to the Office of Admissions:

- An official NACES course-by-course evaluation.

A copy of the academic record that was evaluated by the NACES member.

In any circumstances where the Global Transcript Evaluation team is unable to determine the academic level or course credit awarded in relation to US 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 (CGFNS)) for evaluation. Applicants must pay the evaluation fee directly to the NACES member or to CGFNS.

## **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 and Graduate Specializations***

After reviewing the admission requirements, students who have questions about this process should contact the Student Success Advising Team.

In order to request a change of concentration (for undergraduate students) or change of specialization (for graduate students), the student must submit the request in writing to the Student Success Advising Team via e-mail.

For graduate change of specialization requests, the Student Success Advising Team will work with Admissions to ensure requirements for admission for the new specialization are met.

## **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 **Student Success 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 Student Success 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. Students are held to all current admissions policies, including the Transfer of Credit policy, at the time of the change of program request. 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 Student Success 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.*

## **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 a cumulative GPA of 3.0 or better for master's and doctoral students or a cumulative GPA of 2.0 for undergraduate students, the successful completion of academic progress requirements during the initial term(s) of enrollment, the completion of prerequisites\*, and/or other stipulations (including receipt of official records).

Additionally, applicants whose files lack official transcripts or international evaluation yet who have provided unofficial documents may be offered conditional admission. This will allow them to register for their first-term courses. The missing information must be received within the student's first period of enrollment. Until the information is received, a hold will prevent the student from registering for classes beyond the first period of enrollment. 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 or disburse pending federal financial aid funds until it has received all official transcript(s) or international evaluations.

\*Students who must complete prerequisite course(s) as a condition of their admission must successfully complete the course(s) prior to beginning their program-related coursework. Conditional admission standards as stated above will be upheld.

### **Conditional Admission for First Term Undergraduate Students Pending Adequate Academic Progress**

All incoming undergraduate students\* are admitted conditionally until they demonstrate adequate academic progress (as determined by the university) by day 14 in their first term course, with assignment evaluation and communication completed by day 21. Students who achieve adequate academic progress and meet all other admission requirements will be fully enrolled. Any student not meeting minimum requirements at this point will be withdrawn from the university without tuition responsibility. Students will be given the opportunity to demonstrate adequate academic progress no more than two times during the year in which their admission is valid in order to satisfy the admission condition. Financial aid will not be disbursed until after all conditions are cleared.

**Note:** *Adequate academic progress is defined as a minimum of a "D" or above based on points accumulated on all assignments through day 14 of HMNT 1001 or other designated first term course by program.*

\*Excludes students in the Bachelor of Science in Nursing (BSN) Completion program.

### **Conditional Admission for Associate's Degree in Nursing Students Seeking Early Admission to a Walden BSN, BSN-AIM or RN-MSN Degree Program**

Walden recognizes that students may wish to apply to universities to continue their education prior to completion of their Associate's Degree in Nursing. In order to provide these students seeking admission prior to graduation, Walden offers conditional admission options for early admission seekers.

Early admission may be granted for students currently enrolled in their last term of an accredited Associate's Degree in Nursing program with the following conditions:

Prior to the desired start date, an official transcript showing conferral of an Associate's Degree of Nursing or Nursing Diploma must be submitted

Prior to the desired start date, official transcripts from all previously attended colleges or universities must be submitted.

The student must start class within 1 year of conditional admission to Walden.

Cumulative GPA from all prior college credit completed must be 2.0 or higher for BSN program, and 2.5 or higher for BSN-AIM program. The degree GPA of the Associate's Degree or Nursing Diploma must be 2.5 or higher for RN-MSN.

Documented proof of an active registered nurse (RN) license in the United States or its territories must be provided prior to the start of class. International nurses must have the equivalent of an RN license in their home country.

All other admission requirements for the BSN, BSN-AIM, or RN-MSN program are satisfied.

*Note: Early admission is not available for the following RN-MSN specializations: Adult-Gerontology Nurse Practitioner, Adult-Gerontology/Acute Care Nurse Practitioner, and Family Nurse Practitioner.*

## Deferring Admission

An offer of admission is valid for 1 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 submit another application with all the necessary supporting documents, including official transcripts. Documents submitted are only good for 1 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 <i>W</i> grade on transcript
Financial	None	Financially obligated

## 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. Therefore, if a candidate

does not meet at least one of the following exemptions, he or she will be required to submit a score of an official test of English proficiency (see table below with minimum scores):

a. The candidate is a permanent resident of one of the following countries: Australia, Belize, the British Caribbean and British West Indies, Canada (except Quebec), Guyana, Ireland, Liberia, New Zealand, the Philippines, the United Kingdom, or the United States.

b. The admitting degree is from an institution where the primary language of instruction and evaluation was in English, and for which verification is available through the *International Handbook of Universities*, published and edited by IAU/UNESCO. Additional information may be requested from the applicant's university registrar's office to verify that the instruction was conducted in English.

English Proficiency Test	Minimum Required Score
Test of English as a Foreign Language (TOEFL)	paper-based: 550; computer-based: 213; internet-based: 79
Michigan English Language Assessment Battery (MELAB)	82
Academic Modules of the International English Language Testing System (IELTS)	6.5 overall band score
Pearson Test of English	53

## Gaining Readmission

Dismissal Due to Code of Conduct Violations

Readmission After Conferral

Readmission After Dismissal for Low GPA or Failing the Same Required Course Twice

Readmission After Withdrawal

Readmission Decisions

Wait Time After Denial

### ***Dismissal Due to Code of Conduct Violations***

Students who are dismissed for Code of Conduct violations are not eligible for readmission.

### ***Readmission After Dismissal for Low GPA or Failing the Same Required Course Twice***

#### **Low GPA**

Students who receive an academic dismissal for low GPA and are eligible for readmission may be readmitted to the university after **one semester (for semester-based programs) or one**

**quarter (for quarter-based programs) following the term of the dismissal**, at the discretion of the academic unit and Office of Admissions.

### **Failing the Same Required Course Twice (Undergraduate Students Only)**

Students who receive an academic dismissal for failing the same **required** course twice (provided the course is transferable) are not eligible to be readmitted to the university, unless one of the following options applies:

**Note:** If a student fails a nontransferable course (any course that must be taken as part of a Walden program and cannot be fulfilled with coursework from an external institution) twice, only Option 2 applies below.

**Option 1:** The student successfully completes an equivalent course at another university and is able to transfer the course into Walden to replace the failed course. A Letter of Permission (LOP) for Readmission is required from the Office of Admissions to take a course of equivalency off-site. If approved and the course is repeated and passed, the student may apply for readmission through a Walden enrollment advisor, but all applications will be reviewed by the Walden Admissions Committee.

**Note:** The letter must be obtained prior to enrolling and completing the course off-site.

**Option 2:** The student adequately demonstrates through supporting documentation that extenuating circumstances affected the completion of the prior failed courses or the student provides additional information relating to additional academic work or experience that would adequately support the potential for student academic success upon readmission. Students utilizing this option must also submit a written statement explaining the student's plan for success in repeating the course a third time. For this option, students may reapply for readmission through a Walden enrollment advisor, but all applications will be reviewed by the Walden Admissions Committee.

**Note:** If students are readmitted through Option 2 and fail the required course a third time, they will be dismissed from the university without the opportunity to appeal.

### **Failing the Same Required Course Twice (Graduate Students Only)**

Students who receive an academic dismissal for failing the same course twice are not eligible to be readmitted to the university, unless one of the following options applies:

**Option 1:** The student successfully completes an equivalent course at another university and is able to transfer the course into Walden to replace the failed course. A Letter of Permission (LOP) for Readmission is required from the Office of Admissions to take a course of equivalency off-site. If approved and the course is repeated and passed, the student may apply for readmission through a Walden Enrollment Advisor.

**Note:** The letter must be obtained prior to enrolling and completing the course off-site.

**Option 2:** The student adequately demonstrates through supporting documentation that extenuating circumstances affected the completion of the prior failed courses or the student provides additional information relating to additional academic work or experience that would

adequately support the potential for student academic success upon readmission. Students utilizing this option must also submit a written statement explaining the student's plan for success in repeating the course a third time. For this option, students may reapply for readmission through a Walden Enrollment Advisor, but all applications will be reviewed by the Walden Admissions Committee.

**Note:** If students are readmitted through Option 2 and fail the required course a third time, they will be dismissed from the university without the opportunity to appeal.

### **Receiving Two "U"s Related to Progress in Dissertation/Doctoral Study Research (Doctoral Students Only)**

Students who receive two "U"s but have completed all academic requirements with the exception of their dissertation/doctoral study research may apply to be readmitted to the university under certain circumstances:

The student adequately demonstrates through supporting documentation that extenuating circumstances affected the completion of the doctoral research; or,

The student provides further information relating to additional academic work or experience that would support the potential for success upon readmission to the university.

These applications for readmission will be reviewed by the Walden Admissions Committee. If approved, students would be readmitted under the catalog requirements of their previous admission. For students returning from extended absences, the program director may approve readmission under a more recent catalog, when appropriate. Readmitted students will:

Develop to an individual academic plan (IAP) in collaboration with their dissertation chair and approved by the program director or program designee. This academic plan will include benchmarks for demonstrating progress toward the completion of dissertation research, and may include engaging with specific university student support services, including but not limited to, enrollment in a student success course. The successful completion of these benchmarks may be used to judge satisfactory progress for each term.

Reenter with the same time-to-degree completion limit that existed at the point of their dismissal. The time elapsed between the students' dismissal and readmission will not be counted toward the time-to-degree limit; however, the original time to degree will recommence once the student reenrolls.

Those students nearing the time-to-degree completion limit may request an extension. Such an extension may be granted by the program director at his/her discretion.

**Note:** Doctoral students readmitted under this category may not earn two "U"s in their doctoral research, and remain in good standing. A student who receives two "U"s after being readmitted will be permanently dismissed from the university without the opportunity to appeal.

### **Readmission After Conferral**

Students who are awarded a degree from Walden for a particular major or discipline cannot seek readmission into that degree program to pursue a different specialization within the degree for

which they were previously awarded. Once awarded, a degree cannot be changed. See also Second Graduate Degree policy.

### **Readmission After Withdrawal**

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 e-mail a member of the Student Success 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 Reinstatement* to the Student Success 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 reinstated 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.

### **Readmission Decisions**

The offer of readmission is based on a careful review of the 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 readmission is denied, the applicant must wait a minimum of 6 months (from the prior readmission request) before applying again for readmission.

### **Wait Time After Denial**

If candidates are denied admission for:

An **undergraduate** program, they must wait a period of 6 months from the date of denial before another review for admission can be conducted.

A **graduate** program and wish to apply for the *same* graduate program, they must wait a period of 6 months from the date of denial before another review for admission can be conducted.

A **graduate** program and wish to apply for a *different* graduate program, there is no wait time.

During the wait time, candidates may be encouraged to improve certain qualities of their application to improve their chances for admission for their future application.

The denial letter from admissions may cite specific ways that candidates may be able to improve their chances for admission. Even if recommendations that are provided are followed, admission for a future term is never guaranteed. Admission requirements may change during the wait time and candidates may need to supply additional elements for consideration. As such, candidates are always encouraged to speak with an enrollment advisor.

## **Minimum Credit Requirements for Academic Programs**

Individual academic programs must meet the minimum credit requirements described below. Programs may exceed these minimum requirements as needed to ensure program learning outcomes are met as well as to meet specific programmatic accreditation or regulatory requirements.

Individual academic programs will meet the following minimum credit requirements:

120 semester/180 quarter credits for bachelor's degrees.

30 semester/45 quarter credits beyond the bachelor's for master's degrees.

30 semester/45 quarter credits beyond the master's degree for doctorates, excluding credits taken for independent research requirements (dissertation, doctoral study, project study, etc.). For doctoral programs that require only a bachelor's degree for admission, the doctoral program requires 60 semester credits beyond the bachelor's, excluding credits taken for independent requirements of the doctoral program.

Graduate Certificate programs must be at least 8 semester/12 quarter credits and 10 weeks of instruction.

Undergraduate Certificate programs must be at least 16 semester/24 quarter credit hours and 15 weeks of instruction.

## **Non-Degree-Seeking Students**

Walden University offers a range of courses for individuals who wish to take one or two courses as non-degree-seeking students. Courses are offered at the undergraduate, master's, specialist, and doctoral levels.

### **Approval Requirements**

Non-degree-seeking students are required to submit an application requesting approval to register for courses as a non-degree-seeking student. An applicant is required to meet the admission requirements for the program in which the course resides and any prerequisites of the



intended course. Students concurrently enrolled at another higher education institution are exempt from age requirements for undergraduate admission as non-degree students.

Offers of approval for a non-degree-seeking student to take one or more courses remain in effect for 12 months from the date of the approval offer.

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

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

### **Registration Requirements**

Non-degree-seeking students may only take up to two courses concurrently, unless prior approval is granted by the executive director of admissions.

With the approval of the executive director of admissions, qualified applicants may register for a maximum of five courses as a non-degree-seeking student. Courses taken by a non-degree-seeking student prior to beginning a Walden degree program will be excluded from the course maximum limit upon completion of the Walden degree program.

Non-degree-seeking students are not permitted to take more than two courses in a certificate program without enrolling into the certificate program.

Student Success courses will not apply toward the course maximum limit.

Non-degree-seeking students may register for any course that is not a capstone as long as it has not been specifically excluded by academic leadership. Capstones include those courses designated specifically as program capstones, doctoral studies, dissertations, and theses. Additional courses that may not be available for non-degree-seeking students include, but are not limited to, internships, practica, or field experiences.

**Note:** Non-degree-seeking students are not allowed to enroll in a quarter-based course and a semester-based course in the same term. Non-degree-seeking students are also not allowed to enroll in two courses from different degree levels in the same term.

Non-degree-seeking students are responsible for paying the higher technology fee regardless of whether they are enrolled in a quarter- or semester-based course.

### **Applying for a Degree Program**

Approval to take a course as a non-degree-seeking student or the successful completion of one or more courses as a non-degree-seeking student does not constitute admission to a degree program or to the university. Non-degree-seeking students who want to undertake a degree program will be required to apply to and be admitted to the specific degree program.

Credits earned by non-degree-seeking students at Walden may be transferred into a degree program at Walden, subject to the rules outlined by the university transfer requirements that regulate the transfer of credits from other education institutions and those outlined in the Transfer Maximum by Program table.

## **Financial Aid**

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

## **Prior Learning Credit**

Credit by Examination

Credit Limitations

Credit by Portfolio

Transfer Equivalency for Professional Certifications Recognized by Professional Organizations, Components of Professional Certifications, ACE-Approved Training Programs, U.S. Military Training

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 credit through prior learning.

### ***Credit by Examination***

#### **College-Level Examination Program (CLEP)**

CLEP exams test college-level learning in a variety of areas and are offered by the College Board.

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 website](#).

#### **DANTES Subject Standardized Tests (DSST)**

DSST exams are formerly known as the DANTES Program and are administered by Prometric. DSST exams test college-level knowledge at both the lower and upper college level in a variety of areas.

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 regarding resources, test prep materials, and funding for eligible military families can be found on the [DSST website](#).

#### **Excelsior College Examinations (ECEs) and UExcel Exams**

Excelsior College Exams are offered by Excelsior College, NY and are formerly known as Regents College Exams or ACT/PEP Exams

UEXCEL exams test knowledge of lower-level college learning and are awarded as Excelsior College credit.

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/UEXcel exam passed.

The cost of these exams is the responsibility of the student.

Additional information can be found on the [Excelsior website](#).

## Credit-by-Examination Equivalents for General Education Courses

Walden Course	CLEP	DSST	Excelsior
<b>BIOL 1001</b> Introduction to Biology	Biology*		
<b>CHEM 1001</b> Introduction to Chemistry	Chemistry*		
<b>ENGL 1010</b> English Composition	English Composition (Optional essay section or exam)		English Composition
<b>MATH 1040</b> College Algebra Concepts	College Algebra	Fundamentals of College Algebra	
<b>MATH 1030</b> College Math	College Mathematics		
<b>NASC 1001</b> Environmental Science		Environment and Humanity: The Race to Save the Planet	
<b>PHIL 1001</b> Introduction to Philosophy			
<b>PHIL 2001</b> Ethics		Ethics in America	Ethics: Theory and Practice
<b>PHSC 1001</b> Earth Science			Earth Science

<b>POLI 1001</b> American Government	American Government		
<b>PSYC 1001</b> Introduction to Psychology (non-majors only)	Introductory Psychology		
<b>RELG 2001</b> World Religions		Introduction to World Religions	Religions of the World
<b>SOCI 1001</b> Introduction to Sociology	Introductory Sociology		
<b>SOCI 2001</b> Multicultural Dimensions of Society			Cultural Diversity

\* Covers material usually taught in a two-semester course.

### Credit-by-Examination Equivalents for Major Coursework

Walden Course	CLEP	DSST	Excelsior
<b>ACCT 1004S</b> Accounting I	Financial Accounting	Principles of Financial Accounting	
<b>BUSI 1002</b> Introduction to Business Management and Leadership	Principles of Management	Introduction to Business	Principles of Management and Leadership
<b>BUSI 2001</b> Business Law	Introductory Business Law		Business Law
<b>ECON 1001</b> Macroeconomics	Principles of Macroeconomics		
<b>ECON 1002</b> Microeconomics			Introduction to Microeconomics
<b>EDUC 1001</b> Introduction to Education		Fundamentals of Education	

<b>EDUC 1003</b> Educational Psychology	Introduction to Educational Psychology		
<b>FNCE 3001</b> Financial Management		Principles of Finance	Principles of Finance
<b>HRMG 3001</b> Human Resource Management		Human Resource Management	Human Resource Management
<b>ITEC 1010</b> IT infrastructure	Information Systems	Computing and Information Technology Management Information Systems	
<b>ITEC 1030</b> Introduction to Programming			Introduction to Computer Programming Using Java
<b>ITEC 3020</b> Computer Security Fundamentals		Fundamentals of Cybersecurity	
<b>MRKT 3001</b> Marketing	Principles of Marketing		
<b>PSYC 1002</b> Psychology as a Natural Science <i>or</i> <b>PSYC 1003</b> Psychology as a Social Science	Introductory Psychology		
<b>PSYC 3002</b> Data Analysis and Presentation		Principles of Statistics	Statistics
<b>PSYC 3003</b> Methods in Psychological Inquiry			Research Methods in Psychology

<b>STAT 2001</b> Statistics		Principles of Statistics	Statistics
<b>STAT 2002</b> Business Statistics		Principles of Statistics	Statistics
<b>STAT 3001</b> Statistical Methods and Applications		Principles of Statistics	Statistics
<b>STAT 3401</b> Statistical Concepts		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.

AP Exams test the ability to perform at a college level in many different disciplines. AP

Exams are administered once per year in the secondary-school setting.

Advanced Placement exam grades of 3 or higher are accepted.

Walden will award one course per AP exam passed.

No more than 6 courses will be awarded.

Additional information can be found on the AP Website

IB Diploma courses consists of exams and essays that are assessed on a 7-point scale. This program is available to students aged 16–19.

Additional information can be found on the IB Website.

International Baccalaureate exam grades of 4 or higher are accepted.

### **Advanced Placement (AP) and Credit-by-Diploma (IB) Equivalents for General Education Courses**

<b>Walden Course</b>	<b>Exam Topic</b>	<b>Advanced Placement</b>	<b>International Baccalaureate</b>
<b>BIOL 1001</b> Introduction to Biology	Biology	X	X
<b>CHEM 1001</b> Introduction to Chemistry	Chemistry	X	X
<b>ECON 1001</b>	Economics	X	X

Macroeconomics			
<b>ENGL 1001</b> English Composition	English Language	X	X
<b>NASC 1001</b> Environmental Science	Environmental Science	X	
<b>GEOG 1001</b> World Regional Geography	Geography		X
<b>MATH 1030</b> College Math	Mathematics		X
<b>PHIL 1001</b> Introduction to Philosophy	Philosophy		X
<b>PSYC 1001</b> ( <i>non-majors</i> ) Introduction to Psychology <i>or</i> <b>PSYC 1002</b> ( <i>majors</i> ) Psychology as a Natural Science	Psychology	X	X
<b>STAT 2001</b> Statistics <i>or</i> <b>PSYC 3002</b> Data Analysis and Presentation	Statistics	X	

### **Credit Limitations**

#### **Overall Credit Maximums**

Students may transfer in a maximum of 135 quarter credits toward completion of a Walden Undergraduate degree program. The maximum of 135 external quarter credits can be met via traditional course transfer or a combination of traditional course transfer and prior learning credit.

#### **Prior Learning Credit Limitations**

Students can have their skills and competencies evaluated for college-level credit by the following methods:

- Standardized national testing programs (credit by exam)
- ACE-approved training programs (including U.S. Military credit)
- Portfolio as recommended by the National College Credit Recommendation Service (NCCRS) or Walden's Center for Degree Acceleration

Components of Professional Certifications that provide preparation for professional certifications and are recognized by professional organizations

Professional Certifications recognized by professional organizations

No more than 30 quarter credits from any one of these categories will be accepted as transfer to Walden University with a maximum total amount of combined prior learning credit not to exceed the following:

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

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

Students pursuing a graduate degree program with Walden may not exceed the maximum transfer limit for the program.

### **Credit by Portfolio**

Credit by Portfolio may be assessed either through Walden's Center for Degree Acceleration or through learningcounts.org, a program facilitated by the Council for Adult and Experiential Learning (CAEL).

### **Walden's Center for Degree Acceleration**

Walden University's Center for Degree Acceleration offers undergraduate students the option to earn credits by evaluating college-level knowledge and skills gained from prior learning experiences. This prior learning may have come from work experience, on-the-job training, volunteering, intense personal experience, career school education or other sources. Students will develop a portfolio, compiling a collection of the experiences and knowledge from this prior experience, which will be used for the credit evaluation.

Students may submit a prior learning portfolio for consideration of credit in two ways:

**Course Match:** Student identifies an existing Walden University course that is available for transfer of credit and develops the portfolio to illustrate the course learning outcomes.

**Elective Discipline Match:** Student identifies an approved discipline and maps prior learning to a collection of course outcomes, credit for which is applied to lower-level general electives.

The Center for Degree Acceleration provides students the opportunity to enroll in an 11-week, elective credit-bearing (5 cr.) course, CUGS 2050 - Developing a Prior Learning Portfolio. In the course, students are taught to develop a portfolio demonstrating the college-level learning they have acquired outside the classroom that equates to course work. In order to register for CUGS 2050, students **must**:

Be actively enrolled

Have unfilled elective credits

Have successfully completed the undergraduate first-term course and ENGL 1001 - English Composition (or its equivalent)

Be in good academic standing

Meet with a staff member of the Center for Degree Acceleration



Completion of CUGS 2050 does not mean that credit will be awarded for the content of the portfolio. The portfolio must be submitted to the Center for Degree Acceleration to be evaluated by a trained faculty portfolio assessor for assessment of transfer of credit.

### **CAEL Portfolio Assessment**

Students who would like learning assessed by portfolio for a discipline that is not supported for review through Walden's Center for Degree Acceleration may work with the Council for Adult and Experiential Learning (CAEL) via the learningcounts.org program. Through this affiliation, students will be able to speak with a CAEL advisor regarding the best avenues for pursuing prior learning credit, register for a course that will assist in the creation of their portfolios, and have those portfolios assessed for credit. Once credit is assessed by learningcounts.org, the student should obtain a National College Credit Recommendation Service (NCCRS)/Learning Counts transcript to submit to Walden's Office of Admissions for review of transfer of credit toward the specified Walden program.

### ***Transfer Equivalency for Professional Certifications Recognized by Professional Organizations, Components of Professional Certifications, ACE-Approved Training Programs, U.S. Military Training***

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 many professional certifications, components of professional certifications offered through approved training providers, and ACE-evaluated training including U.S. military training.

### **Professional Certifications Recognized by Professional Organizations**

Students who have active certifications from specified professional organizations may be eligible to receive credit toward specific Walden programs by submitting official documentation showing certification.

The following certifications may be eligible for transfer of credit.

Certified Associate in Project Management (CAPM)	ISACA Certified in Information Systems Audit (CISA)
Certified Fraud Examiner (CFE)	ISACA Certified Risk Information Systems Control (PCISC)
Certified Information Systems Security Professional (CISSP)	Master's Certificate in Project Management
Certified Internal Auditor (CIA)	PMI Risk Management Professional (PMI RMP)
Certified Management Accountant (CMA)	PMI Scheduling Professional (PMI-SP)

Certified Public Accountant (CPA)	Professional Human Resource Certificate (PHR)
Chartered Financial Analyst Level I, II, and III	Program Management Professional (PgMP)
Child Development Associate (CDA)	Project Management Professional (PMP)
Cisco Certified Design Associate (CCDA)	Oracle DB 11g: SQL Fundamentals I
Cisco ICND Part 1 or Part 2	Oracle DB 11g: Administration I
Cisco CCNA	Society for Human Resource Management/Professional Human Resource (SHRM/PHR)
CompTIA Project+	Society for Human Resource Management/Global Professional Human Resource (SHRM/GPHR)
CompTIA Security+	Sun/Oracle Java Associate
Chartered Property Casualty Underwriter (CPCU)	Sun/Oracle Java Professional
IC-EEC Certified Security Analyst (CSAC)	

## Components of Professional Certifications

Students who have completed trainings from select agencies that are approved training providers for professional certifications recognized by professional organizations may be able to receive credit toward certain Walden degree programs.

The following link provides the collections of professional development coursework/components of professional certifications that may be eligible for transfer of credit.

## U.S. Military Training and ACE-Evaluated Training

Students who have U.S. Military training or who have completed trainings assessed by the American Council on Education (ACE) may submit an ACE transcript to the Office of Admissions for consideration of transfer of credit toward their Walden program. Additional information on ACE-evaluated trainings and obtaining an ACE transcript can be found on the ACE Website.

## 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. 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 copy of the catalog course description

- 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 within Walden.

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

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

- 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.

The transferability of credits earned at Walden University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Walden University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Walden University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Walden University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## Articulation and Partnership Agreements

You may be able to transfer up to 75% of your required undergraduate credits or up to 50% of your required graduate credits into a Walden degree program. If your college or organization is not listed on the "Where Can I Transfer Credits From?" list linked below, you may still be able to transfer credits. Our enrollment advisors will help arrange a free transfer of credit evaluation for you to get your credits reviewed and assessed for transfer. For more information, please click [here](#).

Walden University also has articulation agreements with select *Laureate International Universities*.

Click [here](#) ("Where Can I Transfer Credits From?") for a complete listing of articulation and partnership agreements.

## KAM 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 12-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)

This chart lists, by College, all of the programs offered at Walden University and the associated notes regarding transfer of credit.

**Undergraduate Students:** A maximum of 135 quarter credits may be transferred into a Walden program.

**Graduate Students:** Maximum transfer of credit varies by program. Please refer to the chart below.

Program	Eligible for Transfer	Notes
<b>The Richard W. Riley College of Education and Leadership</b>		
BS in Child Development ( <i>Child and Adolescent Studies Concentration</i> )	A maximum of 135 quarter credits may be transferred.	Students must earn at least 45 credits at Walden.  No transfer credit is accepted for HMNT 1001, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 4011, EDUC 4012, EDUC 4001, or EDUC 4500.

<p>BS in Child Development (<i>Dual Infant/Toddler and Preschool Concentration</i>)</p>	<p>A maximum of 135 quarter credits may be transferred.</p>	<p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit is accepted for HMNT 1001, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 3211, EDUC 3212, EDUC 3111, EDUC 3112, EDUC 4011, EDUC 4012, EDUC 4211, EDUC 4112, and EDUC 4001.</p>
<p>BS in Child Development (<i>Psychology</i>)</p>	<p>A maximum of 135 quarter credits may be transferred.</p>	<p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit is accepted for HMNT 1001, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 4011, EDUC 4012, EDUC 4500, or EDUC 4001.</p>
<p>BS in Child Development (<i>General</i>)</p>	<p>A maximum of 135 quarter credits may be transferred.</p>	<p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit is accepted for HMNT 1001, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 4011, EDUC 4012, EDUC 4500, or EDUC 4001.</p>
<p>BS in Elementary Education</p>	<p>A maximum of 115 credits may be transferred.</p>	<p>Students must earn at least 66 credits at Walden. The BS in Elementary Education Plan of Study must be used to determine transfer of credits, due to the Minnesota Professional Education Licensing Board state requirements.</p> <p>No transfer credit is accepted for HMNT 1001, EDUC 2400, EDUC 2401, EDUC 2402, EDUC 3052, EDUC 3053, EDUC 3054, EDUC 3055, EDUC 3056, EDUC 4010, EDUC 4020, or EDUC 4030.</p>
<p>Graduate Certificate in Adult Learning</p>	<p>6 semester credits</p>	<p>Transfer credit will be accepted for any two of the four courses in the certificate.</p>

		Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
Graduate Certificate in College Teaching and Learning	6 semester credits	The following course is not eligible for transfer of credit: ISYS 6100 - Preparation for Graduate Study in Information Systems and Technology
Graduate Certificate in Curriculum, Instruction, and Assessment	6 semester credits	Transfer credit will be accepted for any two of the four courses in the certificate.
Graduate Certificate in Early Childhood Administration, Management, and Leadership	6 semester credits	
Graduate Certificate in Early Childhood and Public Policy	6 semester credits	
Graduate Certificate in Elementary Reading and Literacy	6 semester credits	
Graduate Certificate in Engaging Culturally Diverse Learners	6 semester credits	Transfer credit will be accepted for any two of the four courses in the certificate.
Graduate Certificate in Enrollment Management and Institutional Marketing	6 semester credits	No transfer credit is accepted for EDUC 6155. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
Graduate Certificate in Higher Education Leadership for Student Success	6 semester credits	

Graduate Certificate in Instructional Design	6 semester credits	Transfer credit will be accepted for any two of the four courses in the certificate.  Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
Graduate Certificate in Integrating Technology in the Classroom	6 semester credits	Transfer credit will be accepted for any two of the four courses in the certificate.
Graduate Certificate in Mathematics 5–8	6 semester credits	
Graduate Certificate in Mathematics K–6	6 semester credits	
Graduate Certificate in Online Learning	6 semester credits	Transfer credit will be accepted for any two of the four courses in the certificate.
Graduate Certificate in Online Teaching for Adult Educators	6 semester credits	
Graduate Certificate in Program Development	6 semester credits	Transfer credit will be accepted for any two of the four courses in the certificate.  Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
Graduate Certificate in Science, Grades K–8	6 semester credits	
Graduate Certificate in Special Education	6 semester credits	
Graduate Certificate in Teacher Leadership	6 semester credits	Transfer credit will be accepted for any two of the four courses in the certificate.

Graduate Certificate in Teaching Adults in the Early Childhood Field	6 semester credits	
Graduate Certificate in Teaching Adults English as a Second Language	6 semester credits	
Graduate Certificate in Teaching and Diversity in Early Childhood Education	6 semester credits	
Graduate Certificate in Teaching English Language Learners	6 semester credits	
Graduate Certificate in Training and Performance Management	6 semester credits	<p>Transfer credit will be accepted for any two of the four courses in the certificate.</p> <p>Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.</p>
Teacher Preparation Program With a Master of Arts in Teaching (MAT)	6 semester credits or equivalent	<p>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 website at <a href="#">View the list (PDF)</a>.</p> <p>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.</p> <p>Credits must not be applied to any prior earned degree.</p> <p>Transfer of credit is available for EDUC 6606 and EDUC 6688.</p> <p>Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.</p>



<p>Reading K–12 Endorsement*</p> <p><i>*This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.</i></p>	<p>0</p>	
<p>MS in Early Childhood Studies</p>	<p>15 semester credits</p>	<p>No transfer of credit is accepted for the following courses: EDUC 6005 and EDUC 6960.</p> <p>Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.</p>
<p>MS in Education</p> <p>MS in Education Accelerated</p>	<p>15 semester credits</p>	<p>Credits must be earned within 10 years prior to matriculation into the Walden University program or earned after matriculation and within the time limit for earning the degree.</p> <p>15 semester credits includes 5 courses of 3 credits each, to align with specialization courses.</p> <p>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</p> <p>Approved in advance of the student taking the course, for those courses completed after matriculating as a Walden student</p> <p>Not applied to any prior earned degree.</p> <p>No transfer credit is accepted for EDUC 6610.</p> <p>No transfer of credit is accepted into the MEd Education Leadership and Administration principal licensure program or into the Reading Endorsement* courses of the MEd</p>

		<p>Reading and Literacy with a Reading K-12 Endorsement.*</p> <p><i>*This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.</i></p>
MS in Higher Education	15 semester credits	<p>No transfer credit is accepted for the following courses: EDUC 6155 and EDUC 6960.</p> <p>Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.</p>
MS in Instructional Design and Technology	15 semester credits	<p>No transfer credit is accepted for the following courses: EDUC 6105 and EIDT 6910.</p> <p>Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.</p>
<p>Education Specialist (EdS) programs:</p> <ul style="list-style-type: none"> <li>Administrator Leadership for Teaching and Learning Curriculum, Instruction, and Professional Development</li> <li>Early Childhood</li> <li>Educational Administration and Leadership (Non-Licensure)</li> <li>Educational Leadership and Administration (Principal Preparation)</li> <li>Educational Technology</li> <li>Reading and Literacy Leadership</li> <li>Special Education</li> </ul>	22 quarter credits	<p>EdS in Educational Leadership and Administration - No transfer credit is accepted for this program.</p> <p>In all other EdS programs:</p> <p>No transfer credit is allowed for the following courses:</p> <ul style="list-style-type: none"> <li>EDSD 70002 or EDSD 7006 - Leading the Future of Education</li> <li>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices</li> </ul>

Education Specialist (EdS) in Educational Technology	22 quarter credits	<p>Educational Technology requires that no technology courses be transferred in that are older than 5 years.</p> <p>No transfer credit is allowed for the following courses:</p> <p>EDSD 7002 or EDSD 7006 - Leading the Future of Education</p> <p>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices</p>
Doctor of Education (EdD)	38 quarter credits	<p>No transfer credit is allowed for the following courses:</p> <p>EDDD 8002 or EDDD 8006 - Leading the Future of Education</p> <p>EDDD 8003 - Tools for Doctoral Research Success</p> <p>EDDD 8004 - Demystifying Doctoral Writing for Research</p> <p>EDDD 8900 - Completing the Prospectus</p> <p>EDDD 8990 - Completing the Doctoral Capstone</p>
PhD in Education	43 quarter credits	<p>No transfer of credit is accepted for the following courses: EDPD 8113, EDPD 8114, EDPD 8910, EDPD 8990</p>
PhD in Education with a specialization in Educational Technology	43 quarter credits	<p>Educational Technology requires that no technology courses be transferred in that are older than 5 years.</p> <p>No transfer of credit is accepted for the following courses: EDPD 8113, EDPD 8114, EDPD 8910, EDPD 8990.</p>
<b>College of Health Sciences</b>		
<b>School of Health Sciences</b>		
BS in Health Studies		A maximum of 135 quarter credits may be transferred.

		<p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit is accepted for the following courses: HMNT 1001, COMM 1001, SOCI 4080, and HLTH 4900.</p>
BS in Healthcare Management		<p>A maximum of 135 quarter credits may be transferred.</p> <p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit will be accepted for the following courses: HMNT 1001, COMM 1001, SOCI 4080, and HLTH 4900.</p>
BS in Public Health		<p>A maximum of 135 quarter credits may be transferred.</p> <p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit will be accepted for the following courses: COMM 1001, SOCI 4080, and PUBH 4900.</p>
Master of Healthcare Administration (MHA)	15 semester credits	No transfer credit is accepted for the following courses: MMHA 6015.
Master of Public Health (MPH)	30 quarter credits	No transfer credit is accepted for PUBH 6005, PUBH 6032, PUBH 6638, PUBH 6639, and PUBH 6640.
MS in Clinical Research Administration	6 semester credits	No transfer credit is accepted for CLRA 6100, CLRA 6550, and CLRA 6560.
MS in Health Education and Promotion	25 quarter credits	No transfer credit is accepted for HLTH 6005 or HLTH 6800.
MS in Health Informatics	6 semester credits	No transfer credit is accepted for HINF 6100, HINF 6950, and HINF 6960.
Doctor of Public Health (DrPH)	32 quarter credits (Track I) 47 credits (Track II)	No transfer credit is accepted for PUBH 8003, PUBH 8032, or PUBH 9100.

	II)	
PhD in Health Services	42 quarter credits	No transfer credit is accepted for HLTH 8003 or HLTH 9001.
PhD in Public Health	40 quarter credits (Track I) 55 quarter credits (Track II)	No transfer credit is accepted for PUBH 8003, PUBH 8032, PUBH 8550, or PUBH 9001.
<b>School of Nursing</b>		
Bachelor of Science in Nursing (BSN)/RN-BSN-MSN		Students must earn at least 46 credits at Walden.  No transfer credit is accepted for NURS 4210 or NURS 4220.  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)	25 quarter credits (BSN Track) 40 quarter credits (RN-MSN Track)	Transfer of credit is not available for practicum courses.
Post-Master's Nursing Certificates	Education: 5 credits Leadership and Management: 10 credits Informatics: 10 credits	Practicum courses are not available for transfer of credit. Only graduates of Walden's Master of Science Nursing (MSN) program may transfer in NURS 6001.
Doctor of Nursing Practice (DNP)	23 doctoral quarter credits	Students may transfer up to 23 doctoral quarter credits. Only doctoral-level courses are eligible for transfer of credit. Students may not transfer credit for NURS 8000, DNP Project, or

		Directed Studies courses (NURS 8400: Design and Evaluation of Programs and Projects, NURS 8410 - Best Practices in Nursing, NURS 8500 - Directed Studies: Project Planning and Implementation, NURS 8510 - Directed Studies: Project Implementation, Evaluation, and Dissemination. NURS 8600 is also non-transferrable. Work experience is not eligible for TOC. A <b>minimum</b> of 1 year of full-time enrollment at Walden is required.
PhD in Nursing	38 quarter credits	The following courses are not eligible for transfer credit: NURS 8001, NURS 8250, NURS 8551, and NURS 9000.
<b>College of Management and Technology</b>		
<i>School of Information Systems and Technology</i>		
BS in Business Communication		<p>A maximum of 135 quarter credits may be transferred.</p> <p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit is accepted for the following courses: HMNT 1001, COMM 1001, SOCI 4080, and COMM 4901.</p>
BS in Communication		<p>A maximum of 135 quarter credits may be transferred.</p> <p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit is accepted for the following courses: COMM 1005, HMNT 1001, COMM 1001, SOCI 4080, and COMM 4901.</p>
BS in Computer Information Systems		A maximum of 135 quarter credits may be transferred.

		<p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit is accepted for CMIS 1000, COMM 1001, SOCI 4080, and CMIS 4001 or CMIS 4999.</p> <p>Transfer of Credit for program-related technology courses must have been earned within 5 years prior to matriculation into the program.</p>
BS in Information Technology		<p>A maximum of 135 quarter credits may be transferred.</p> <p>No transfer credit will be accepted for ITEC 1000, COMM 1001, SOCI 4080, and ITEC 4901.</p> <p>Transfer of Credit for program-related technology courses must have been earned within 5 years prior to matriculation into the program.</p>
Graduate Certificate in Advanced Cyber Security	3 semester credits	
Graduate Certificate in Advanced Project Management	3 semester credits	The following course is not eligible for transfer of credit: MSPM 6101.
Graduate Certificate in Applied Project Management	3 semester credits	
Graduate Certificate in Brand and Product Management	4 semester credits	The following course is not eligible for transfer of credit: MRKT 6900.
Graduate Certificate in Communication	6 semester credits	The following course is not eligible for transfer of credit: COMM 6100.
Graduate Certificate in Data Management	6 semester credits	
Graduate Certificate in Fundamentals of Cyber Security	3 semester credits	
Graduate Certificate in Information Systems	6 semester credits	Credits must be earned within 5 years prior to matriculation into the program.

Master of Information Systems Management	15 semester credits	Credits must be earned within 5 years prior to matriculation into the program.
MS in Communication	15 semester credits	The following courses are not eligible for transfer of credit: COMM 6100 and COMM 6900.
MS in Information Technology	15 semester credits	Credits must be earned within 5 years prior to matriculation into the program.
MS in Project Management	15 semester credits	No transfer of credit is allowed for MSPM 6900.
Doctor of Information Technology (DIT)	31 semester credits	The following courses are not eligible for transfer of credit: ITEC 8000, ITEC 8201, ITEC 8202, ITEC 8203, ITEC 8501, ITEC 8502, ITEC 8503, ITEC 8504, ITEC 8100, and ITEC 9000.
Undergraduate Certificate in Data Science*  <i>*This certificate is currently not available as a standalone offering. Students may complete the certificate requirements by way of program concentration or elective courses to earn this credential as a part of their undergraduate degree program.</i>	10 credits	
<b>School of Management</b>		
BS in Accounting		A maximum of 135 quarter credits may be transferred.  Students must earn at least 45 credits at Walden.  No transfer credit will be accepted for ACCT 1001, HMNT 1001, COMM 1001, SOCI 4080, and ACCT 4900.
BS in Business Administration		A maximum of 135 quarter credits may be transferred.



		Students must earn at least 45 credits at Walden.  No transfer credit is accepted for HMNT 1001, COMM 1001, SOCI 4080, BUSI 4001, and BUSI 4900.
Graduate Certificate in Auditing	6 semester credits	
Graduate Certificate in Business Management	6 semester credits	The following courses are not eligible for transfer of credit: WMBA 6000 and WMBA 6010.
Graduate Certificate in Digital Marketing	4 semester credits	
Graduate Certificate in Human Resource Management	6 semester credits	The following course is not eligible for transfer of credit: MHRM 6100.
Graduate Certificate in Leadership	6 semester credits	
Graduate Certificate in Managerial Accounting	6 semester credits	ACCT 6100 is not eligible for transfer of credit.
Master of Business Administration (MBA)	18 semester credits	No waiver or transfer of credit is allowed for WMBA 6000, WMBA 6010, or WMBA 6990.
Executive Master of Business Administration	N/A	Transfer credit is not available.
MS in Accounting	15 semester credits	No transfer of credit is allowed for ACCT 6100 and ACCT 6140.
MS in Accounting and Management	15 semester credits	No transfer of credit is allowed for ACMG 6100 and ACMG 6140.
MS in Finance	15 semester credits	The following courses are not eligible for transfer of credit: FNCE 6900, FNCE 6905
MS in Human Resource Management*	15 semester credits	The following courses are not eligible for transfer of credit: MHRM 6100 and MHRM 6900.

MS in Leadership	15 semester credits	No waivers or transfer of credits is allowed for MMSL 6100, MMSL 6140, MMSL 6150, MMSL 6160, and MMSL 6900.
MS in Management	15 semester credits	No transfer of credit is allowed for the following courses: MGMT 6100, MGMT 6110, and MGMT 6900.
MS in Marketing	15 semester credits	
Doctor of Business Administration (DBA)	17 semester credits	No transfer credit is accepted for DDBA 8006, DDBA 8101, DDBA 8151, DDBA 8161, DDBA 8300, or DDBA 9001.
PhD in Management (KAM-Based) <i>(Formerly PhD in Applied Management and Decision Sciences KAM-Based)</i>	51 quarter credits	Up to 36 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.
PhD in Management (Mixed-Model) <i>(Formerly Ph.D. in Applied Management and Decision Sciences Mixed-Model)</i>	49 quarter credits	Up to 36 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.
PhD in Management (Course-Based)	42 quarter credits	No transfer of credit is allowed for MGMT 8003M, MGMT 8900M, MGMT 8910M, or MGMT 8920M.
Post-Doctoral Bridge to Business Administration Certificate	7 semester credits	No transfer of credit is allowed for DDBA 8006.
Post-Doctoral Bridge to Management Certificate	12 quarter credits	No transfer of credit is allowed for MGMT 8015.
<b>College of Social and Behavioral Sciences</b>		
<b>School of Counseling</b>		
MS in Addiction Counseling	45 quarter credits	No transfer credit is accepted for COUN 6101A, COUN 6306A, COUN 6103A, COUN 6671, COUN 6682A, and COUN 6682B.
MS in Career Counseling	20 quarter credits	No transfer credit is accepted for COUN 6101, COUN 6303, COUN 6671, COUN 6682A, and COUN 6628B. Work experience and field experience is not eligible for transfer of credit.
MS in Marriage, Couple, and Family Counseling	45 quarter credits	No transfer credit is accepted for COUN 6101, COUN 6201, COUN 6306, COUN 6671, COUN 6682A, and COUN 6682B.
MS in Clinical Mental Health Counseling	45 quarter credits	No transfer credit is accepted for COUN 6100, COUN 6316, COUN 6671, COUN 6682A, COUN 6682B, COUN 6800, and COUN 6390.

MS in School Counseling	37 quarter credits	No transfer credit is accepted for COUN 6101S, COUN 6306S, COUN 6400, COUN 6500S, and COUN 6501S.
PhD in Counselor Education and Supervision	47 quarter credits	<p>Courses must be at the doctoral level and must be from CACREP-accredited or CACREP-equivalent programs. No transfer credit is accepted for COUN 8001, COUN 8110, COUN 8632, COUN 8890, COUN 8895, COUN 8896, and COUN 8560.</p> <p>Students must have received at least a <i>B</i>.</p> <p>There is no time limit on transfer of credit for prerequisite courses.</p>
<b>School of Psychology</b>		
BS in Forensic Psychology		<p>A maximum of 135 quarter credits may be transferred.</p> <p>Students must earn at least 45 credits at Walden.</p> <p>No transfer of credit is accepted for HMNT 1001, COMM 1001, and SOCI 4080.</p>
BS in Psychology		<p>A maximum of 135 quarter credits may be transferred.</p> <p>Students must earn at least 45 credits at Walden.</p> <p>No transfer of credit is accepted for HMNT 1001, COMM 1001, SOCI 4080, and PSYC 4010.</p>
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.
MS in Clinical Psychology	28 quarter credits	No transfer credit is accepted for CPSY 6001 - Foundations, CPSY 6705 - Ethics, CPSY 6342 - Interventions I, CPSY 6343 - Interventions II, CPSY

		6700 - Practicum I, CPSY 6800 - Practicum II, and/or CPSY 6900 - Practicum III (optional).
MS in Developmental Psychology	24 quarter credits	
MS in Forensic Psychology	28 quarter credits	No transfer credit is accepted for the following courses: FPSY 6002 - Foundations, FPSY 6393 - Capstone, and FPSY 6915 - Field Experience
MS in Psychology	25 quarter credits	No transfer credit will be accepted for PSYC 6002 - Foundations and/or PSYC 6393 - Capstone.
Post-Master's Psychology Certificate in Teaching Online	10 quarter credits	
PhD in Developmental Psychology	55 quarter credits	
PhD in Psychology	45 quarter credits*	No waivers* or transfer of credits will be allowed for PSYC 8000, PSYC 8705, PSYC 8871, PSYC 8882, PSYC 9000, PSYC 8341, PSYC 8342, PSYC 8343, and PSYC 8351.
PhD in Psychology-- Academic/Applied	53 quarter credits*	No waivers* or transfer of credits will be allowed for PSYC 8004 - Foundations, PSYC 8115 - Writing a Quality Prospectus, PSYC 8703 - Ethics, PSYC 8705 - Ethics, and/or PSYC 9000 - Dissertation.
PhD in Psychology-- Clinical/Counseling	45 quarter credits	PSYC 9000 - Dissertation, PSYC 8002 - Foundations, PSYC 8003 - Foundations, PSYR 8704 - Ethics, PSYR 8340 - Cognitive Assessment, PSYR 8208 - Career Assessment and Intervention, PSYR 8350 - Personality Assessment, PSYR 8421 - Multicultural Psychology, PSYR 8232 - Consultation, PSYR 8345 - Interventions II, PSYR

		8117 - Prospectus, PSYR 8346 - Psychopharmacology, PSYC 8290 - Clinical Practicum I, PSYC 8291 - Clinical Practicum II, PSYC 8292 - Clinical Practicum III, PSYC 8293 - Clinical Practicum IV, PSYC 8292 - Clinical Internship I, PSYC 8293 - Clinical Internship II, PSYC 8294 - Clinical Internship III, PSYC 8295 - Clinical Internship IV, PSYC 8281 - Counseling Practicum I, PSYC 8282 - Counseling Practicum II, PSYC 8283 - Counseling Practicum III, PSYC 8284 - Counseling Practicum IV, PSYC 8286 - Counseling Internship I, PSYC 8287 - Counseling Internship II, PSYC 8288 - Counseling Internship III, and/or PSYC 8289 - Counseling Internship IV.
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*\* Course Waiver With Replacement: Beyond courses transferred in, students in the PhD program in Psychology who have taken equivalent courses from a university recognized by the Council for Higher Education Accreditation (CHEA) or the US 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**

BS in Criminal Justice		A maximum of 135 quarter credits may be transferred.  Students must earn at least 45 credits at Walden.  No transfer credit is accepted for HMNT 1001, COMM 1001, SOCI 4080, and CRJS 4150.
BS in Political Science and Public Administration		A maximum of 135 quarter credits may be transferred.  Students must earn at least 45 credits at Walden.

		No transfer of credit is accepted for HMNT 1001, COMM 1001, SOCI 4080, and PSPA 4080.
Master of Public Administration (MPA)	28 quarter credits	No transfer credit is accepted for MMPA 6115, MMPA 6405, and MMPA 6910.
Master of Public Policy (MPP)	25 quarter credits	Work experience is not eligible for transfer of credit. No transfer credit is accepted for MMPA 6115, MMPA 6405, and MMPA 6910.
MS in Criminal Justice	23 quarter credits	Work experience is not eligible for transfer of credit. No transfer credit is accepted for CRJS 6000 and CRJS 6405.
MS in Criminal Justice Leadership and Executive Management	23 quarter credits	Work experience is not eligible for transfer of credit. No transfer credit is accepted for CRJS 6000 and CRJS 6405.
MS in Emergency Management	23 quarter credits	No transfer credit is accepted for MSEM 6115, MSEM 6910, MSEM 6100, MSEM 6200, and/or MSEM 6300.
MS in Nonprofit Management and Leadership	25 quarter credits	No transfer credit is accepted for NPMG 6115 and NPMG 6910.
Doctor of Public Administration	41 quarter credits	
PhD in Public Policy and Administration (Course-Based)	41 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. No transfer credit is accepted for PPPA 8000, 8115, PPPA 8405, and/or PPPA 9000.
<b>The Barbara Solomon School of Social Work and Human Services</b>		
Bachelor of Social Work (BSW)	130 quarter credits	A maximum of 130 quarter credits may be transferred.

		<p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit will be accepted for the following courses: HMNT 1001, SOCW 3004, SOCW 4003, SOCW 4004, SOCW 4005, SOCW 4100, SOCW 4110, SOCW 4900.</p>
BS in Human Services		<p>A maximum of 135 quarter credits may be transferred.</p> <p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit will be accepted for the following courses: HMNT 1001, COMM 1001, SOCI 4080, and HUMN 4920.</p>
BS in Interdisciplinary Studies	A maximum of 135 quarter credits may be transferred.	<p>Students must earn at least 45 credits at Walden.</p> <p>No transfer credit is accepted for HMNT 1001, COMM 1001, IDST 4080, IDST 4081, and SOCI 4080.</p>
MS in Human and Social Services	24 quarter credits	<p>No transfer credit is accepted for HUMN 6000 - Foundation of Graduate Study in Human Services, HUMN 6100 - Introduction to Research and Evaluation in Human and Social Services, and 6200 - Cross-Cultural Ethics in Human and Social Services.</p>
Master of Social Work (MSW)	20 quarter credits	<p>Students may transfer up to 20 credits into Walden's MSW program from a CSWE-accredited Bachelor of Social Work (BSW) program.</p> <p>Students who have graduated from a Council of Social Work Education (CSWE)-accredited BSW program must have earned a "B" in the course and completed the course within the last 6 years prior to beginning Walden's MSW program.</p> <p>Transfer of Credit is subject to course-by-course review.</p>



		Students may not transfer in the field experience courses nor the advanced-level courses. (NO TOC is available in the Advanced Standing track.)
Doctor of Social Work (DSW)	38 doctoral credits	No transfer credit is accepted for SOCW 8000, SOCW 8800, SOCW 8801, SOCW 8140, and SOCW 8600.  <b>Doc level TOC only</b> for SOCW 8110 - Advanced Social Work Theory and Practice, SOCW 8116 - History and Development of Social Work, and SOCW 8138 - Program and Practice Evaluation.
PhD in Human Services (Course-based)	56 quarter credits	36 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 of credit is accepted for HUMN 8000, HUMN 8550, or HUMN 9001.
PhD in Social Work	40 doctoral credits	No transfer credit is accepted for SOCW 8000, and SOCW 9000 - Dissertation.

\* MS in Human Resource Management also currently allows 15 internal credits to Transfer of Credit.

### ***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 US 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 US 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**

Transfer of credit is evaluated and awarded at time of admission. There are two options for the reconsideration of a transfer credit evaluation after the offer of admission has been made and transfer of credit communicated to the student.

### **Post-Admission Transfer of Credit Review**

Students may request a Post-Admission Transfer of Credit review in the following instances:

A course was not initially awarded by admissions and the student would like to submit additional documentation regarding the course (such as a course syllabus) for further evaluation.

*Graduate Students Only:* A student has a transcript from a previously attended institution containing possible courses for transfer of credit and that transcript was not submitted at time of admission. This is specific to coursework taken prior to the offer of admission. **Note:** Undergraduate students must submit all transcripts from all previously attended institutions at the time of admission, therefore, they are not eligible to submit for Post-Admission Transfer of credit under this scenario.

A student has previously had a Letter of Permission to take a course at another institution approved by admissions, and the completed course needs to be submitted for admission review.

Students may submit a request for Post-Admission Transfer of Credit review no later than the first day of the course or courses being reviewed in the request. This will ensure that the request is received and completed within the add/drop registration period of the current term in case adjustments need to be made to a student's schedule based on the outcome of the review. Post-Admission Transfer of Credit will not be reviewed for courses already taken at Walden or past the first day of the course.

A Post-Admission Transfer of Credit request can be submitted for a course that was previously attempted at Walden but not completed; however, the student is financially responsible for that attempt even if credit is ultimately awarded for the course.

Students should submit Post Admission Transfer of Credit review requests to their enrollment or student success advisor.

### **Transfer of Credit Appeal**

If a student wishes to appeal a course that was previously denied for transfer of credit through a Post-Admission Transfer of Credit request, a student may submit an appeal with additional supporting documentation regarding the course being sought for transfer. The appeal will be reviewed by Admissions Leadership and a final decision on the course will be made.

Students should submit Post-Admission Transfer of Credit Appeals to their enrollment or student success advisor.

### **Policy Guidelines**

This policy addresses the review of coursework from external institutions for consideration of transfer credit toward a Walden program. Internal Walden course equivalents are not reviewed or awarded by the Office of Admissions.

This policy only applies to courses that are eligible for transfer in accordance with the Walden Catalog and the Transfer of Credit policy. Courses that are indicated as non-transferrable in the Walden Catalog cannot be awarded as transfer credit by the Office of Admissions because these courses must be taken at Walden.

A request to review transfer credit as a result of students changing their program, concentration, or specialization should be handled as a request to the Office of Admissions from the students' student success advisor, and not as a Post-Admission Transfer of Credit request.

### **University Transfer Requirements**

Transfer of credit from prior educational institutions is evaluated and awarded at time of admission. In some instances, Walden will review transfer of credit if the request to review is received no later than the first day of the course or courses being reviewed in the request. Please see the section on Reconsideration of an Evaluation for more information.

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 US Department of Education at the time the course was completed, or from an appropriately accredited non-US institution.
- Earned within 10 years prior to or after matriculation for graduate programs, but within the time limit for earning the degree, unless noted differently on the Transfer Maximum by Program (Chart).

For the undergraduate programs, there is no time limit for when the coursework was earned, unless noted differently on the Transfer Maximum by Program (Chart). Also, undergraduates are to submit all transcripts prior to admission.

Courses considered for transfer must be credit bearing.

**For ALL Students:** Because colleges and universities use different term-bases, it is important to first apply the transfer of credit formula:

All semester credits accepted in transfer from regionally accredited and/or CHEA-listed post-secondary institutions will be converted to quarter credits using the ratio of 1 semester credit equals 1.5 quarter credits.

For undergraduate students:

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

**Program-Related and Specific General Education Course Credit:** Must be earned in a course with a significant content match to the corresponding Walden course or with content considered to enhance the student's Walden education.

**General Education Requirements (non-specific coursework):** Coursework is transferrable to Walden's General Education area if it is deemed of similar content to Walden's General Education required emphasis areas in social sciences, humanities, math and natural sciences, and communication.

**Elective Course Credit:** Courses with content that do not fulfill general education or program-related requirements may be considered for transfer of credit for the elective requirements (if applicable) and the credit must be entered on the program of study for face value.

A total of 45 credits of general education requirements will need to be achieved regardless of transfer of credit awarded.

For graduate students:

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

Earned in a course with a significant content match to the corresponding Walden course or with content considered to enhance the student's Walden education.

Courses accepted in transfer and applied to program-related or elective requirements will satisfy the course requirement if they meet a significant content and credit match. These courses may be considered for transfer of credit and the credit values must be entered on the program of study for the Walden credit equivalent.

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.

## **Doctoral Residency Waiver**

Although Walden's residencies are non-credit-bearing, they are a required part of the doctoral curriculum. For PhD programs, Walden may consider waiving the requirement for PhD Residency 2 based on the following:

Review of submitted materials from the external program that outline the learning outcomes of the residency and content covered during the residency.

Proof of successful completion of the residency.

Approval of the Director of Academic Residencies at Walden.

Prior residency coursework will be reviewed to meet the Walden requirements based on the following:

Hours of prior residency coursework are comparable to that of the Walden residency.

A significant content match exists between the prior residency coursework and learning outcomes and the Walden residency coursework and learning outcomes.

The residency is transcribed on the previous institution transcript as completed or passed.

## **Credit Hour Policy**

### **Walden University Credit Hour Policy**

Walden University assigns credit hour values on the basis of the number and type of tasks judged by the faculty to enable achievement of learning objectives as well as the estimated time needed by students to achieve the learning objectives.

The university uses the federal definition of credit hour as the starting point for the institutional definition:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. 1 hour of classroom or direct faculty instruction and a minimum of 2 hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10–12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph 1 of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours (Ochoa, 2011, p. 5).

In recognition of the dynamic nature of the online classroom and that classroom instruction may happen at any time, no distinction is made between classroom or faculty instruction and "out-of-class" student work. Time estimates for assigning credit hours are defined as the total time spent by students in fulfillment of course requirements, which may occur inside or outside the online course platform.

Total time is interpreted as one 50-minute hour per week (equivalent to the abbreviated hour spent in traditional face-to-face course attendance) and two 60-minute hours (equivalent to course preparation activities) for a total of 170 minutes per week per credit. The specific activities composing the total time spent vary for each course. For example, some courses utilize discussion boards to a greater extent while other courses assign more research papers.

For purposes of calculating the total time equivalent to credits, a standard semester is defined as 15 weeks, and a standard quarter is defined as 10 weeks. A standardized semester credit is equal to 42.5 expected hours of work for the entire semester (170 minutes x 15 weeks). A standardized quarter credit is equal to 28.3 expected hours of work for the entire quarter (170 minutes x 10 weeks).

The university requires 42.5 hours of student work for each semester credit awarded or 28.3 hours of work for each quarter credit awarded. This time requirement represents an approximate average for undergraduate work and minimum expectations for graduate work. The number and kind of activities estimated to fulfill time requirements vary by degree level, student learning style, student familiarity with delivery method, and student familiarity with curricular content.

Assignment of credits should adhere to each of the following principles:

Faculty judgment, through guidance of curricula development and faculty governance, is the primary basis for assignment of credit value.

Credits assigned should reflect the tasks necessary to achieve the learning objectives.

Total time expected for the credits earned should approximate the total time as described above.

Credits awarded should have internal consistency across the institution.

Assignment of credits should fall within a range of higher education practice found across institutions with similar degree and discipline offerings.

These principles are meant to guide faculty members and course developers in making reasonable assignments of credit values and not to preclude the institution from requiring higher levels of work than might otherwise be prescribed by the credit values.

### **Field Experiences, Internships, Practica**

Assignment of credit values to field experiences, internships, and practica are normally also driven by discipline-specific standards, including those of relevant specialized accreditations.

### **Research Forums**

Research forums include courses awarding credits for different forms of faculty-guided independent research, including master's theses, doctoral studies, dissertations, and Knowledge Area Modules (KAMs). Faculty members will work with students in regular planning activities that have a time commitment each term that is minimally equivalent to the time requirements indicated by the credits awarded.

### **Variations in Term Length**

Credits awarded in terms of hours may be earned in semesters or quarters that are longer or shorter than the standard 15-week semester or 10-week quarter. In these cases, activities are distributed proportionately to those activities during a standard semester or quarter.

## 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 EdS students:** 5 calendar years

**Bachelor's students:** 8 calendar years

Students who reach the time-to-completion limit may be subject to dismissal from the university. Students may submit a petition to request an extension of the time-to-completion requirements. Doctoral students who are granted an extension of the time-to-completion requirements may be required to meet specific benchmarks for each additional term. In addition, doctoral students who are granted an extension of time may be required by their program director to engage with specific university support services, which may result in conditions imposed that include, but not be limited to, enrollment in a student success course or workshop.

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*.

### *Certificate Time to Completion*

Walden University has developed guidelines for time to completion of certificate programs. From enrollment to conferral, students will have 2 years to complete stand-alone certificate programs requiring 1–19 semester or 1–29 quarter credit hours, and 3 years for stand-alone certificate programs comprising 20–30 semester or 30–45 quarter credit hours. Students obtaining certificates embedded into a degree program will have no additional time to completion beyond the comprehensive degree program, and they must apply to be awarded the certificate prior to applying for the degree conferral. Students offered a step-out certificate, at the discretion of the school leadership, must not exceed the maximum time to complete for the currently enrolled degree programs. If a student applies for a leave of absence, this time will count toward the maximum time to completion for a certificate program. Students will be required to file an appeal for an extension and have it approved prior to the leave of absence being granted. The only exception will be for students on a military leave of absence, whose leave time will not count toward the maximum time for completion of the certificate.

### *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.

**Note:** *The academic enrollment requirements may be different than the financial aid enrollment requirements.*

**Courses that do not count toward the degree or certificate:** Generally speaking, in order to receive financial aid, students must be taking classes that count toward a degree or certificate offered at Walden. If students are enrolled in courses that do not count toward their degree or certificate, those courses cannot be used to determine enrollment status. For additional information, contact the Office of Financial Aid.

### 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 quarter or semester are considered full time. Undergraduate students enrolled for 12 or more credits per quarter are considered full time.

### Three-Quarter-Time Enrollment

Undergraduate students enrolled for 9 to 11 credits per term are considered enrolled three-quarter time. Graduate students enrolled for at least 4.5 credits but less than 6 credits are considered enrolled three-quarter time.

### Half-Time Enrollment

Graduate students registered for at least 3 credits but less than 4.5 credits are considered enrolled half time. Undergraduate students registered for 6 to 8 credits are considered enrolled half time.

*Note: Eligibility for federal financial aid may change due to half-time status for both graduate and undergraduate students.*

### Less Than Half-Time Enrollment

Graduate students registered for fewer than 3 credits are considered enrolled 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-, 8-, or 11-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 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 BS degree. Walden requires that 45 of the last 90 quarter credits earned for a bachelor's degree be earned at Walden University. If students have received transfer credit for a course with duplicated learning in a required course, a member of the Student Success 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 (EdS)-degree candidates for graduation must have a minimum of 1 year of enrollment at Walden University.

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

## **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@mail.waldenu.edu](mailto:reghelp@mail.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.

# Section 5. Tuition and Financial Aid

Tuitions and Fees (November 2018)  
Payment Deadlines and Policies  
Financial Aid  
Financial Aid Programs

## Tuitions and Fees

Tuition and fees stated in this *Walden University Student Handbook* are for the 2017–2018 and 2018–2019 academic years for semester-based and quarter-based programs and are subject to change. For the most up-to-date information, contact the bursar's office at [bursar@mail.waldenu.edu](mailto:bursar@mail.waldenu.edu) or 1-800-444-6795.

Quarter-Based Tuitions and Fees  
Semester-Based Tuitions and Fees

### Quarter-Based Programs for 2018–2019 (Tuitions and Fees)

Program	Tuition Rate (Effective 2017–2018 courses)	Tuition Rate (Effective for courses starting on or after February 25, 2019)
<b>Bachelor's Tuition (per quarter credit hour)</b>		
General education courses	\$325	\$325
Bachelor of Science in Nursing (BSN) Completion Program RN-BSN-MSN	\$335	\$335
Bachelor of Social Work	\$325	\$325
BS in Accounting	\$325	\$325
BS in Business Administration	\$325	\$325
BS in Business Communication	\$325	\$325

BS in Child Development (including Making Connections courses)	All courses in the BSCD major: \$250/credit  All General Education courses for BSCD students: \$250/credit  All other undergraduate course electives: \$325/credit	All courses in the BSCD major: \$250/credit  All General Education courses for BSCD students: \$250/credit  All other undergraduate course electives: \$325/credit
BS in Communication	\$325	\$325
BS in Computer Information Systems	\$325	\$325
BS in Criminal Justice	\$325	\$325
BS in Educational Studies	\$325	\$325
BS in Elementary Education	\$325 (Non-Field experience courses)  \$200 Field experience courses	\$325 (Non-Field experience courses)  \$200 Field experience courses
BS in Forensic Psychology <sup>a</sup>	\$325	\$325
BS in Health Studies	\$325	\$325
BS in Healthcare Management	\$325	\$325
BS in Human Services	\$325	\$325
BS in Information Technology	\$325	\$325
BS in Instructional Design and Technology	\$325	\$325
BS in Interdisciplinary Studies <sup>a</sup>	\$325	\$325
BS in Political Science and Public Administration <sup>a</sup>	\$325	\$325
BS in Psychology	\$325	\$325
BS in Public Health	\$325	\$325
<i>Accelerate Into Master's (AIM) Tuition (per quarter credit hour)</i>		

5000-level Courses	\$325	\$325 except BSN
<i>Education Specialist (EdS)</i>		
Education Specialist (EdS) in Assessment, Evaluation, and Accountability (per quarter credit hour)	\$670	\$670
Education Specialist (EdS) in Curriculum, Instruction, and Assessment	\$615	\$615
Education Specialist (EdS) in Early Childhood Education	\$615	\$615
Education Specialist (EdS) in Educational Technology	\$605 \$670 This rate applies only for students who started prior to August 15, 2015.	\$605 \$670 This rate applies only for students who started prior to August 15, 2015.
Education Specialist (EdS) in Leadership and Social Change <sup>a</sup>	\$670	\$670
Education Specialist (EdS) in Learning, Instruction, and Innovation	\$615	\$615
Education Specialist (EdS) in Reading, Literacy, and Assessment	\$615	\$615
Education Specialist (EdS) in Special Education	\$615	\$615
<i>Certificate Tuition and Fees (per quarter credit hour)</i>		
Graduate Certificate in Conflict Management and Negotiation	\$490	\$490
Graduate Certificate in Criminal Justice	\$505	\$505
Graduate Certificate in Geographic Information Systems (GIS)	\$615	\$615

Graduate Certificate in Government Management	\$490	\$490
Graduate Certificate in Homeland Security	\$490	\$490
Graduate Certificate in Nonprofit Management	\$490	\$490
Graduate Certificate in Public Health	\$470	\$480
Graduate Certificate in Public Management and Leadership	\$490	\$490
Graduate Certificate in Public Policy and Administration	\$490	\$490
Graduate Certificate in Strategic Planning and Public Policy	\$490	\$490
Post-Baccalaureate Certificate in Organizational Psychology and Development	\$535	\$535
Post-Master's Certificate in Early Childhood Leadership	\$675	\$675
Post-Master's Certificate in Educational Policy, Leadership, and Management (P-20)	\$675	\$675
Post-Master's Certificate in Educational Technology	\$605	\$605
Post-Master's Certificate in Higher Education Leadership Management and Policy	\$675	\$675
Post-Master's Certificate in Nursing Education	\$480	\$450 (only for students with catalog term of February 25 and future)
Post-Master's Certificate in Nursing Informatics	\$480	\$450 (only for students with catalog term of February 25 and future)

Post-Master's Certificate in Nursing Leadership and Management	\$480	\$450 (only for students with catalog term of February 25 and future)
Post-Master's Online Teaching in Psychology Certificate	\$585	\$585
Post-Master's Certificate in Organizational Research Assessment and Evaluation	\$675	\$675
Post-Doctoral Certificate in Assessment, Evaluation, and Accountability	\$670	\$670
Post-Doctoral Bridge to Management Certificate	\$725 Tuition is \$725/quarter credit. Any students who started prior to March 2015 will be billed at \$695/quarter credit.	\$725 Tuition is \$725/quarter credit. Any students who started prior to March 2015 will be billed at \$695/quarter credit.
Psychology Respecialization Certificates: Educational Psychology, Forensic Psychology, General Psychology, Health Psychology, Organizational Psychology, Social Psychology	\$585	\$585
Undergraduate Certificate in Data Science*  <i>*This certificate is currently not available as a standalone offering. Students may complete the certificate requirements by way of program concentration or elective courses to earn this credential as a part of their undergraduate degree program.</i>	\$325	\$325
Technology Fee	\$140	\$150
<i>Master's Tuition (per quarter credit hour)</i>		

Master of Healthcare Administration (MHA)	\$490	\$490
Master of Public Administration (MPA)	\$490	\$490
Master of Public Health (MPH)	\$480	\$480
Master of Public Policy (MPP)	\$490	\$495
Master of Science in Nursing (MSN)–BSN Track		
<i>Leadership and Management, Nursing Education, Nursing Informatics, Public Health Nursing (for students starting Feb 2019)</i>	\$480	\$450 (only for students with catalog term of February 25 and future)
<i>Adult Gerontology Primary Care Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner (for students starting the AGNP, AGACNP, or FNP specializations March 2013 and prior)</i>	\$570	\$570
<i>Adult Gerontology Primary Care Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner (for students starting the AGNP, AGACNP, or FNP specializations June 2013 and after)</i>	\$710	\$710
Master of Science in Nursing (MSN)–RN Track		
<i>Leadership and Management, Nursing Education, Nursing Informatics, Public Health Nursing (for students starting after February 25, 2019)</i>	\$145– Preparatory/Provisional courses (if applicable) \$395–Foundational Courses \$480–NURS 6001, Core, and Specialization courses	\$450–NURS 6001, Core, and Specialization courses (only for students with catalog term of February 25 and future)



<i>Adult Gerontology Primary Care Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner; Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner (for students starting the AGNP, AGACNP, or FNP specializations March 2013 and before)</i>	\$145– Preparatory/Provisional courses (if applicable)  \$395–Foundation courses  \$570–NURS 6001, Core, and Specialization courses	\$145– Preparatory/Provisional courses (if applicable)  \$395–Foundation courses  \$570–NURS 6001, Core, and Specialization courses
<i>Adult Gerontology Primary Care Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner; Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner (for students starting the AGNP, AGACNP, or FNP specializations June 2013 and after)</i>	\$145– Preparatory/Provisional courses (if applicable)  \$395–Foundation courses  \$710–NURS 6001, Core, and Specialization courses	\$145– Preparatory/Provisional courses (if applicable)  \$395–Foundation courses  \$710–NURS 6001, Core, and Specialization courses
Master of Social Work (MSW)	\$560	\$560
MS in Addiction Counseling <sup>a</sup>	\$465	\$465
MS in Career Counseling <sup>a</sup>	\$480 <sup>a</sup>	\$480 <sup>a</sup>
MS in Clinical Mental Health Counseling	\$465	\$465
MS in Clinical Psychology	\$535	\$535
MS in Criminal Justice	\$505	\$505
MS in Criminal Justice Leadership and Executive Management	\$505	\$505
MS in Developmental Psychology	\$535	\$535
MS in Emergency Management	\$495	\$495
MS in Forensic Psychology	\$535	\$535
MS in Health Education and Promotion	\$450	\$460
MS in Human and Social Services	\$490	\$490

MS in Industrial and Organizational (I/O) Psychology	\$535	\$535
MS in Marriage, Couple, and Family Counseling	\$465	\$465
MS in Nonprofit Management and Leadership	\$490	\$495
MS in Psychology	\$535	\$535
MS in School Counseling	\$435	\$450
<i>Doctoral Tuition (per quarter credit hour)</i>		
Doctor of Education (EdD)	\$605	\$605
Doctor of Healthcare Administration (DHA)	\$580	\$590
Doctor of Nursing Practice (DNP)	\$850	\$850
Doctor of Public Administration (DPA)	\$615	\$615
Doctor of Public Health (DrPH)	\$575	\$575
Doctor of Social Work (DSW)	\$610	\$610
PhD in Clinical Psychology	\$495	\$495
PhD in Criminal Justice (Traditional)	\$620	\$620
PhD in Criminal Justice (Fast Track)	\$6,800 per term	\$6,800 per term
PhD in Counselor Education and Supervision	\$555	\$560
PhD in Developmental Psychology	\$585	\$585
PhD in Education, KAM-Based (flat fee)	\$5,300 per term	\$5,300 per term
PhD in Education, Mixed-Model (flat fee)	\$5,300 per term	Taught out

PhD in Education, Course-Based	\$675	\$675
PhD in Forensic Psychology (Traditional)	\$585	\$585
PhD in Forensic Psychology (Fast Track)	\$6,800 per term	\$6,800 per term
PhD in Health Promotion and Education	\$565	\$580
PhD in Health Services, Course-Based	\$580	\$590
PhD in Human Services (now PhD in Human and Social Services), Course-Based (Traditional)	\$615	\$615
PhD in Human Services (now PhD in Human and Social Services), Course-Based (Fast Track)	\$6,800 per term	\$6,800 per term
PhD in Human Services (now PhD in Human and Social Services), KAM-Based <sup>b</sup>	\$5,250 per term	\$5,250 per term
PhD in Industrial and Organizational (I/O) Psychology	\$585	\$585
PhD in Management (formerly PhD in Applied Management and Decision Sciences), KAM-Based (flat fee)	\$5,250 per term	Taught out
PhD in Management (formerly PhD in Applied Management and Decision Sciences), Mixed-Model (flat fee)	\$5,250 per term	\$5,250 per term
PhD in Management, Course-Based	\$725 Tuition is \$725/quarter credit. Any students who started prior to March 2015 will be billed at \$695/quarter credit.	\$725 Tuition is \$725/quarter credit. Any students who started prior to March 2015 will be billed at \$695/quarter credit.

PhD in Nursing	\$745	\$745
PhD in Psychology (Traditional)	\$585	\$585
PhD in Psychology (Fast Track)	\$6,800 per term	\$6,800 per term
PhD in Psychology Professional Programs (Clinical/Counseling)	\$495	\$495
PhD in Public Health	\$565	\$575
PhD in Public Policy and Administration, Course-Based	\$615	\$615
PhD in Public Policy and Administration, Mixed-Model <sup>a</sup>	\$5,250 per term	\$5,300 per term
PhD in Social Work	\$610	\$610
PsyD in Behavioral Health Leadership	\$585	\$585
<b>Required Residency Fees</b>	<i>For Residencies Taking Place After January 1, 2017<sup>b</sup></i>	<b>For Residencies Taking Place After January 1, 2018<sup>b</sup></b>
BAYR	\$937.50 per course @ 2 courses per term = \$1,875 per BAYR residency (included in program tuition)	\$937.50 per course @ 2 courses per term = \$1,875 per BAYR residency (included in program tuition)
CES 1	\$1,375	\$1,375
CES Residency 2 and 3 CES Pre-Practicum 1 and 2	\$2,550 for residency students starting prior to February 27, 2017. \$1,900 for pre-practicum students starting February 27, 2017, or after.	\$2,550 for residency students starting prior to February 27, 2017. \$1,900 for pre-practicum students starting February 27, 2017, or after.
DBA	\$1,375	\$1,375
DHA	\$1,375	\$1,375

DIT	\$1,375	\$1,375
DPA	\$1,375	\$1,375
DrPH	\$1,375	\$1,375
DSW	\$1,450	\$1,450
EdD	\$960	\$960
MS CMHC/MHC MS MCFC MS AC MS SC	\$1,920 for residency students starting prior to February 27, 2017 (not included in program tuition).  \$1,450 for pre-practicum students starting February 27, 2017, or after (lab fee included in program tuition).	\$1,920 for residency students starting prior to February 27, 2017 (not included in program tuition).  \$1,450 for pre-practicum students starting February 27, 2017, or after (lab fee included in program tuition).
BSW/MSW	\$1,450 for Social Work Skills lab students starting prior to February 27, 2017 (not included in tuition).  For students starting February 27, 2017, or after, Social Work Skills Labs are billed at 1 credit each, plus \$1,450 each for 2017 lab fee.	\$1,450 for Social Work Skills lab students starting prior to February 27, 2017 (not included in tuition).  For students starting February 27, 2017, or after, Social Work Skills Labs are billed at 1 credit each, plus \$1,450 each for 2018 lab fee.
PhD	\$1,375	\$1,375
PsyD in Behavioral Health Leadership Virtual	\$1,475	\$1,475
<b>Fees for Optional Residencies<sup>b</sup></b>		
Consulting Skills Intensive Retreat (CSI)	\$1,450 (see Capstone Intensives for more information and inclusions).	\$1,450 (see Capstone Intensives for more information and inclusions).
PhD in Forensic Psychology Special Topics Intensive Retreat	\$1,450 (see Capstone Intensives for more information and inclusions).	\$1,450 (see Capstone Intensives for more information and inclusions).

EdD Advanced Residency	\$960	\$960
EdD Advanced Virtual Residency	\$1,060	\$1,060
Doctoral Residencies and Capstone Intensives Outside the 48 Contiguous U.S. States	Higher than U.S. domestic, varies based on location.	Higher than U.S. domestic, varies based on location.
Dissertation or Doctoral Study Intensive Retreats (available for PhD, DBA, DIT, EdD, DNP)	\$2,450 (see Capstone Intensives for more information and inclusions).	\$2,450 (see Capstone Intensives for more information and inclusions).
PhD Professional Conferences	\$960	\$960
PhD Virtual Residency	\$1,475	\$1,475
<i>Support Courses (per quarter course)</i>		
Advanced Reading Strategies	\$195	\$195
Basic APA Style: Citations and References	\$195	\$195
Critical Thinking and Logic	\$195	\$195
Doctoral Writing Workshop: Revising and Editing the Introduction	\$195	\$195
Doctoral Writing Workshop: Revising and Editing the Literature Review	\$195	\$195
Doctoral Writing Workshop: Revising and Editing the Methodology Section	\$195	\$195
Doctoral Writing Workshop: Revising and Editing the Proposal	\$195	\$195
Doctoral Writing Workshop: Revising and Editing the Postproposal Sections	\$195	\$195
Graduate Writing I: Basic Composition Skills	\$195	\$195

Graduate Writing II: Intermediate Composition Skills	\$195	\$195
Preproposal Doctoral Writing Workshop	\$195	\$195
Skills for Academic Integrity	\$195	\$195
Skills for Academic Integrity for Undergraduates	\$195	\$195
Statistics and SPSS Seminar for Doctoral Students	\$195	\$195
Writing a Literature Review	\$195	\$195

**Notes:**

<sup>a</sup>Program no longer accepting applications; tuition applies to current students only.

<sup>b</sup>Fee does not include travel, food, lodging, and other miscellaneous expenses. Residency fees take effect January 2018.

### **Semester-Based Programs for 2018–2019 (Tuitions and Fees)**

<b>Program</b>	<b>2018–2019 Tuition Rates (Effective for courses starting on or after January 7, 2019)</b>
<i>Teacher Preparation Program Tuition (per semester credit hour)</i>	
Teacher Preparation Program With a Master of Arts in Teaching (MAT)	\$595
Special Education (K–Age 21)	\$595
<i>Endorsement Program Tuition (per semester credit hour)</i>	
<b>Master's Tuition (per semester credit hour)</b>	
Master of Business Administration	\$955
Master of Business Administration Fast-Track	\$3,400 for each 8-week part of term

Master of Business Administration (Tempo® Learning)	\$2,350 per 3-month subscription period
Master of Information Systems Management	\$865
MS in Accounting	\$975
MS in Clinical Research Administration <sup>a</sup>	\$865
MS in Communication	\$795
MS in Early Childhood Studies	\$725
MS in Early Childhood Studies (Tempo® Learning)	\$1,850 per 3-month subscription period
MS in Education (except Educational Leadership and Administration specialization)	\$580
MS in Education Accelerated	\$580
MS in Education for accelerating courses (Curriculum, Instruction, and Assessment; Elementary Reading and Literacy; Teacher Leadership specializations)	\$120
MS in Education with a specialization in Educational Leadership and Administration (Principal Preparation Program)	\$585
MS in Education with a specialization in Educational Leadership and Administration (International Non-Licensure)	\$585
MS in Education with a specialization in STEM Education (Grades K–8)	\$580
MS in Finance	\$975
MS in Health Informatics	\$845
MS in Higher Education	\$740
MS in Human Resource Management	\$980
MS in Information Systems Management (MISM)	\$865
MS in Information Technology	\$865



MS in Instructional Design and Technology	\$640
MS in Leadership	\$905
MS in Management	\$820
MS in Marketing	\$975
MS in Project Management	\$1,010
<i>Education Specialist Tuition (per semester credit hour)</i>	
Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program	\$825
<i>Doctoral Tuition (per semester credit hour)</i>	
Doctor of Business Administration (DBA)	\$990
Doctor of Education (EdD)	\$960
Doctor of Information Technology (DIT)	\$995
<b>2018 Required Residency Fees</b>	<b>For Residencies to Take Place After January 1, 2018<sup>b</sup></b>
BAYR	\$937.50 per course @ 2 courses per term = \$1,875 per BAYR residency (included in program tuition)
CES1	\$1,375
CES Residency 2 and 3 CES Pre-Practicum 1 and 2	\$2,550 for residency students starting prior to February 27, 2017. \$1,900 for pre-practicum students starting February 27, 2017, or after.
DBA	\$1,375
DHA	\$1,375
DIT	\$1,375

DPA	\$1,375
DrPH	\$1,375
DSW	\$1,450
EdD	\$960
MS CMHC/MHC MS MCFC MS AC MS SC	\$1,920 for residency students starting prior to February 27, 2017 (not included in program tuition).  \$1,450 for pre-practicum students starting February 27, 2017, or after (included in program tuition).
BSW/MSW	\$1,450 for Social Work Skills Lab students starting prior to February 27, 2017 (not included in tuition).  For students starting February 27, 2017, or after, Social Work Skills Labs are billed at 1 credit each, plus \$1,450 each for 2018 lab fee.
PhD	\$1,375
PsyD in Behavioral Health Leadership Virtual	\$1,475
<b>2018 Fees for Optional Residencies</b>	
Consulting Skills Intensive Retreat (CSI)	\$1,450 (see Capstone Intensives for more information and inclusions)
PhD in Forensic Psychology Special Topics Intensive Retreat	\$1,450 (see Capstone Intensives for more information and inclusions)
EdD Advanced Residency	\$960
EdD Advanced Virtual Residency	\$1,060
Doctoral Residencies and Capstone Intensives Outside the 48 Contiguous U.S. States	Higher than U.S. domestic, varies based on location.

Dissertation or Doctoral Study Intensive Retreats (available for PhD, DBA, DIT, EdD, DNP)	\$2,450 (see Capstone Intensives for more information and inclusions)
PhD Professional Conferences	\$960
PhD Virtual Residency	\$1,475
<b>Certificates (per semester credit hour)</b>	
Post-Baccalaureate Certificate in Instructional Design and Technology, <i>now called</i> Graduate Certificate in Instructional Design and Technology	\$640
Graduate Certificate in Adult Learning <sup>a</sup>	\$720
Graduate Certificate in Advanced Cyber Security	\$855
Graduate Certificate in Advanced Project Management	\$1,010
Graduate Certificate in Applied Project Management	\$1,010
Graduate Certificate in Auditing	\$975
Graduate Certificate in Brand and Product Marketing	\$975
Graduate Certificate in Business Management	\$955
Graduate Certificate in Clinical Research Administration	\$845
Graduate Certificate in College Teaching and Learning	\$740
Graduate Certificate in Communication	\$795
Graduate Certificate in Curriculum, Instruction, and Assessment	\$580
Graduate Certificate in Data Management	\$855
Graduate Certificate in Digital Marketing	\$975
Graduate Certificate in Early Childhood Administration, Management, and Leadership	\$725
Graduate Certificate in Elementary Reading and Literacy	\$580
Graduate Certificate in Engaging Culturally Diverse Learners	\$580

Graduate Certificate in Enrollment Management and Institutional Marketing	\$740
Graduate Certificate in Fundamentals of Cyber Security	\$855
Graduate Certificate in Higher Education Leadership for Student Success	\$740
Graduate Certificate in Human Resource Management	\$980
Graduate Certificate in Information Systems	\$865
Graduate Certificate in Integrating Technology in the Classroom	\$580
Graduate Certificate in Leadership	\$905
Graduate Certificate in Managerial Accounting	\$975
Graduate Certificate in Mathematics 5–8	\$580
Graduate Certificate in Mathematics K–6	\$580
Graduate Certificate in Online Teaching for Adult Educators	\$720
Graduate Certificate in Science, Grades K–8	\$580
Graduate Certificate in Special Education	\$580
Graduate Certificate in Teacher Leadership	\$580
Graduate Certificate in Teaching and Diversity in Early Childhood Education	\$725
Post-Master's Certificate in Adult Education	\$605
Post-Doctoral Bridge to Business Administration Certificate	\$990
Certificate Technology Fee	\$200/semester
<i>Other Fees</i>	
Technology Fee (per semester)	\$200
<i>Support Courses (per semester course)</i>	

Advanced Reading Strategies	\$195
Basic APA Style: Citations and Referemces	\$195
Critical Thinking and Logic	\$195
Doctoral Writing Workshop: Revising and Editing the Introduction	\$195
Doctoral Writing Workshop: Revising and Editing the Literature Review	\$195
Doctoral Writing Workshop: Revising and Editing the Methodology Section	\$195
Doctoral Writing Workshop: Revising and Editing the Proposal	\$195
Doctoral Writing Workshop: Revising and Editing the Postproposal Sections	\$195
Graduate Writing I: Basic Composition Skills	\$195
Graduate Writing II: Intermediate Composition Skills	\$195
Preproposal Doctoral Writing Workshop	\$195
Skills for Academic Integrity	\$195
Statistics and SPSS Seminar for Doctoral Students	\$195
Writing a Literature Review	\$195

*Notes:*

<sup>a</sup>This program is no longer accepting applications; the tuition rate applies to current students only.

<sup>b</sup>Fee does not include travel, food, lodging, and other miscellaneous expenses. Residency fees take effect January 2018.

## **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.

Students should also see the following policies:

- Bursar Hold
- Financial Suspension
- Special Policies
- Refund Policies
- Monthly Payment Plans
- Family Tuition Reduction
- Tuition Reduction Benefits

## **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.

**Bankruptcy:** Students who have declared bankruptcy will have their accounts placed on hold and will not be allowed to register for the next term. Students who wish to register for the next term must contact Financial Account Management and speak to an account specialist at 1-877-302-5504 or e-mail [collections@mail.waldenu.edu](mailto:collections@mail.waldenu.edu). Tuition and fees will be required to be paid on or before the start of the next term.

For additional information regarding acceptable methods of payment, students can contact the bursar's office directly at 1-800-444-6795 or at [bursar@mail.waldenu.edu](mailto:bursar@mail.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.

### ***Federal Aid***

Federal aid that may have been awarded to students may be adjusted by reducing or reallocating or returning funds to federal programs if disbursement has already occurred.

### ***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 to any outstanding balance, with any residual balance reviewed by Walden's refund department and processed in accordance with the university's refund policy.

### ***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 to any outstanding balance, with any residual balance reviewed by Walden's refund department and processed in accordance with the university's refund policy. Students are required to submit their thesis or dissertation to their committee for forwarding to the Form & Style editor by the end of the 7th week of the quarter in which 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. Federal aid that may have been awarded to students may be adjusted by reducing or reallocating or returning funds to federal programs if disbursement has already occurred.

## **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 e-mail request to [refund@mail.waldenu.edu](mailto:refund@mail.waldenu.edu).

## **Federal Return of Title IV (R2T4) Funds**

Course-based students who withdraw, drop, or do not otherwise complete all of the courses that they are scheduled to attend in the term and Tempo Learning® students who withdraw officially or unofficially, may have disbursed funds returned to the federal government. This includes students who stop engaging in academically related activities in any or all courses or competencies during the term or payment period.

Federal regulations established by the U.S. Department of Education require the Office of Financial Aid to apply a formula, entitled Return to Title IV (R2T4), to determine the percentage of federal financial aid a student has earned up through the last date of academically related activity in any or all courses or competencies during the term or payment period. Students withdrawing from any course(s) in the term or competencies prior to the completion of 60% of the quarter/semester or payment period may find that funds are owed to the university as a result of the R2T4.

### **The following enrollment changes in Course-Based Programs that may trigger an R2T4:**

Withdrawal to zero credits.

Official Leave of Absence during the term.

Lack of active participation for at least 14 consecutive days in a term.

For consecutive enrollment within a term, withdrawal from an earlier course with no confirmation of return in a later course.

For consecutive enrollment within a term, dropping, not attending, or withdrawing from a later course, even after the completion of an earlier course.

For consecutive enrollment, failure to participate in more than 60% of the term, along with failure to earn a passing grade in the last course in the term.

Failure to participate in more than 60% of the term along with failure to earn a passing grade in all courses attempted in the term.

### **The following enrollment changes in Tempo Learning® Programs that may trigger an R2T4:**

Official withdrawal from the program.

Administrative withdrawal due to lack of participation for thirty (30) consecutive days.

Administrative withdrawal for not submitting an academic plan by day fourteen (14) of the subscription period.

Administrative withdrawal for failure to meet the satisfactory academic progress requirements.

Failure to return from a Leave of Absence.

The last date of academically related activity, as determined by the university, is used as the financial aid withdrawal date to determine the completion percentage for R2T4. Students who



complete more than 60% of the term or payment period are considered to have earned 100% of the federal financial aid disbursed to them for the term or payment period. Students who do not complete more than 60% of the term will have all or a portion of disbursed funds returned to the federal government.

The withdrawal date for federal financial aid purposes is not the same as the withdrawal date processed by the Office of the Registrar to determine tuition adjustments. Federal student aid may not cover all charges due to the university that result from the return of funds upon the student's withdrawal, and students may owe a balance to Walden.

Prior to withdrawing or making any enrollment changes, students should contact the Office of Financial Aid to determine if the change will result in a return of funds and to understand the financial options to get back on track for future terms.

### ***Tuition Refunds***

Tuition reductions are applied to the current term and may not be retroactively applied for any reason (see also Tuition Reduction Benefits). Students should review their current billing statement to ensure that their tuition reduction has been applied appropriately. If students have any questions, they should contact their Enrollment Advisor.

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 nonrefundable after 10 calendar days before the residency start date.

#### *Tuition Refund Schedule\**

<b>Tuition Type</b>	<b>Calendar Days 0–3</b>	<b>Calendar Days 0–7</b>	<b>Calendar Days 8–14</b>	<b>Calendar Days 15–21</b>	<b>Calendar Day 22–</b>
Full Semester or Quarter	100% refund	100% refund	80% refund	60% refund	No refund
14-Week	100% refund	100% refund	80% refund	60% refund	No refund
11-Week	100% refund	100% refund	80% refund	60% refund	No refund
10-Week	100% refund	100% refund	80% refund	60% refund	No refund
8-Week	100% refund	100% refund	80% refund	60% refund	No refund

6-Week	100% refund	100% refund	80% refund	No refund	N/A
5-Week	100% refund	100% refund	No refund	No refund	N/A
4-Week	100% refund	100% refund	No refund	N/A	N/A
3-Week	100% refund	No refund	No refund	N/A	N/A
2-Week	100% refund	No refund	No refund	N/A	N/A
Residency		<p><b>For Domestic Residencies</b>  After registering themselves online, students may cancel a residency without penalty, provided the cancellation request is made at least 30 calendar days prior to the start of the residency. Cancellation between 30 to 11 days before the start date will result in the student receiving a refund minus a 5% cancellation fee. If a student cancels within 10 days of the start date, no refund will be issued. Students may cancel a residency via their myWalden university portal.</p> <p><b>For International Residencies</b>  After registering themselves online, students may cancel an international residency without penalty, provided the cancellation request is made at least 84 calendar days (12 weeks) prior to the start of the residency. Cancellation between 84 and 42 days before the start date will result in the student receiving a refund minus a 5% cancellation fee. If a student cancels within 42 days (6 weeks) of the start date, no refund will be issued. Students may cancel a residency via their myWalden university portal.</p> <p><b>Emergencies</b>  After the cancellation deadline, students who experience an emergency and need to cancel must submit a Residency Petition form to request a refund of residency registration fees. Students will be asked to provide documentation supporting the student's need to cancel the registration. Documentation needs to provide evidence that the reason for late cancellation was unforeseeable. Petitions and supporting documentation must be submitted to Academic Residencies no later than 14 calendar days after the residency ends. There are no exceptions to this policy.</p>			

		Students who do not cancel before the cancellation date and who do not have approval through the petition process will be billed and expected to pay for the residency, whether or not they attend.
Dissertation Writing Intensive		After registering, students may cancel the Dissertation Writing Intensive without penalty, provided the cancellation request is made at least 30 calendar days prior to the start of the Intensive. Cancellation between 30 to 11 days before the start date will result in the student receiving a refund minus a 5% cancellation fee. If a student cancels within 10 days of the start date, no refund will be issued. Students may cancel the Intensive via their myWalden university portal

\*Not valid for Maryland residents. The Tuition Refund Schedule below is applicable for students residing in Maryland.

### ***Tuition Refund Schedule for Iowa Residents Only***

**Effective January 2017**

<b>Tuition Term Type</b>	<b>No. of Days in Term</b>	<b>Student Refund Amounts</b>										
		<b>Days 1–7</b>	<b>Days 8–14</b>	<b>Days 15–21</b>	<b>Days 22–28</b>	<b>Days 29–35</b>	<b>Days 36–42</b>	<b>Days 43–49</b>	<b>Days 50–56</b>	<b>Days 57–63</b>	<b>Days 64–66</b>	<b>Days 67–112</b>
Full Semester (16 wk)	112	100% Refund	84% Refund	78% Refund	72% Refund	67% Refund	61% Refund	55% Refund	50% Refund	44% Refund	39% Refund	No Refund
Full Quarter (12 wk)	84	100% Refund	80% Refund	69% Refund	62% Refund	55% Refund	48% Refund	41% Refund	No Refund			
11-Week	77	100% Refund	80% Refund	72% Refund	64% Refund	56% Refund	48% Refund	40% Refund	No Refund			

10-Week	70	Days 1-7 100% Refund	Days 8-14 80% Refund	Days 15-21 71% Refund	Days 22-28 62% Refund	Days 29-35 53% Refund	Days 36-41 44% Refund	Days 42-70 No Refund				
8-Week	56	Days 1-7 100% Refund	Days 8-14 80% Refund	Days 15-21 66% Refund	Days 22-28 55% Refund	Days 29-33 43% Refund	Days 34-56 No Refund					
6-Week	42	Days 1-7 100% Refund	Days 8-14 80% Refund	Days 15-21 58% Refund	Days 22-24 43% Refund	Days 25-42 No Refund						
5-Week	35	Days 1-7 100% Refund	Days 8-14 69% Refund	Days 15-20 51% Refund	Days 21-35 No Refund							
4-Week	28	Days 1-7 100% Refund	Days 8-14 64% Refund	Days 15-16 42% Refund	Days 17-28 No Refund							
3-Week	21	Days 1-7 100% Refund	Days 8-12 56% Refund	Days 13-21 No Refund								
2-Week	14	Days 1-7 100% Refund	Days 8-14 No Refund									

Any student who withdraws from a course caused by physical incapacity is due a refund. Once a student has provided official documentation that a physical incapacity is the reason he or she is not able to complete the course, the student will be refunded 100% of all tuition charged for the impacted term.

### **Tuition Refund Schedule for Maryland Residents Only**

Effective Winter Quarter 2013

<b>Tuition Term Type</b>	<b>Length of Term in Days</b>	<b>Through Day 3 (100% refund)</b>	<b>Through Day 7 (100% refund)</b>	<b>State of MD (90% refund)</b>	<b>State of MD (80% refund)</b>	<b>State of MD (60% refund)</b>	<b>State of MD (40% refund)</b>	<b>State of MD (20% refund)</b>
Full Semester (16 wk)	112	Day 3	Day 7	Day 8–11	Day 12–21	Day 22–32	Day 33–44	Day 45–66
Full Quarter (12 wk)	84	Day 3	Day 7	Day 8	Day 9–16	Day 17–24	Day 25–33	Day 34–50
14-Week	98	Day 3	Day 7	Day 8–9	Day 10–19	Day 20–28	Day 29–38	Day 39–58
11-Week	77	Day 3	Day 7	Day 8	Day 9–16	Day 17–24	Day 25–33	Day 34–50
10-Week	70	Day 3	Day 7	N/A	Day 8–14	Day 15–21	Day 22–27	Day 28–41
8-Week	56	Day 3	Day 7	N/A	Day 8–14	Day 15–21	Day 22	Day 23–33
6-Week	42	Day 3	Day 7	N/A	Day 8–14	N/A	Day 15–16	Day 17–25
5-Week	35	Day 3	Day 7	N/A	N/A	Day 8–10	Day 11–14	Day 15–21
4-Week	28	Day 3	Day 7	N/A	N/A	Day 8	Day 9–11	Day 12–17
3-Week	21	Day 3	No Refund	N/A	Day 4	Day 5–6	Day 7–8	Day 9–12
2-Week	14	Day 3	No Refund	N/A	N/A	Day 4	Day 5–6	Day 7–8

### ***Tuition Refund Schedule for North Dakota Residents Only***

*Effective Fall Quarter 2016*

<b>Tuition Type</b>	<b>Calendar Days 0–7</b>	<b>Calendar Days 8–14</b>	<b>Calendar Days 15–21</b>	<b>Calendar Day 22–56</b>
Full Semester (16 wk)	100% refund	75% refund	75% refund	75% refund through day 28; 50% refund through day 56
Full Quarter (12 wk)	100% refund	75% refund	75% refund	50% refund through day 42
14-Week	100% refund	75% refund	75% refund	75% refund through day 25; 50% refund through day 49
11-Week	100% refund	75% refund	75% refund	50% refund through day 42
10-Week	100% refund	75% refund	75% refund through day 18	50% refund through day 35
8-Week	100% refund	75% refund	50% refund	50% refund through day 28
6-Week	100% refund	75% refund through day 11	50% refund	No refund
5-Week	100% refund	50% refund	50% refund through day 17	No refund
4-Week	100% refund	50% refund	No refund	No refund
3-Week	100% refund	50% refund through day 12	No refund	No refund
2-Week	100% refund	No refund	No refund	No refund

### ***Tuition Refund Schedule for Oregon Residents Only***

*Effective September 2016*

<b>Tuition Type</b>	<b>Calendar Days 0–7</b>	<b>Calendar Days 8–14</b>	<b>Calendar Days 15–21</b>	<b>Calendar Days 22–56</b>
Full Semester	100% refund	75% refund	75% refund	75% refund through day 28; 50% refund through day 56
Full Quarter	100% refund	75% refund	75% refund	50% refund through day 42

14-Week	100% refund	75% refund	75% refund	75% refund through day 25; 50% refund through day 49
11-Week	100% refund	75% refund	75% refund	50% refund through day 42
10-Week	100% refund	75% refund	75% refund through day 18	50% refund through day 35
8-Week	100% refund	75% refund	50% refund	50% refund through day 28
6-Week	100% refund	75% refund through day 11	50% refund	No refund
5-Week	100% refund	50% refund	50% refund through day 17	No refund
4-Week	100% refund	50% refund	No refund	No refund
3-Week	100% refund	50% refund through day 12	No refund	No refund
2-Week	100% refund	No refund	No refund	No refund

### ***Tuition Refund Schedule for Tennessee Residents Only***

*Effective Fall Quarter 2016*

<b>Tuition Type</b>	<b>Length of Term in Days</b>	<b>Through Day 7 (100% refund)</b>	<b>Through 10% of Enrollment Period (75% refund)</b>	<b>Through 25% of Enrollment Period (25% refund)</b>	<b>After 25% of Enrollment Period</b>
Full Semester (16 wk)	112	Day 7	Day 8–11	Day 12–28	No Refund
Full Quarter (12 wk)	84	Day 7	Day 8	Day 9–21	No Refund
14-Week	98	Day 7	Day 8–10	Day 11–26	No Refund
11-Week	84	Day 7	Day 8	Day 9–21	No Refund
10-Week	70	Day 7	Day 8	Day 9–18	No Refund
8-Week	56	Day 7	Day 8	Day 9–14	No Refund

6-Week	42	Day 7	Day 8	Day 9–11	No refund
5-Week	35	Day 7	Day 8	Day 9	No refund
4-Week	28	Day 7	Day 8	No refund	No refund
3-Week	21	Day 7	Day 8	No refund	No refund
2-Week	14	Day 7	Day 8	No refund	No refund

## Monthly Payment Plans

Walden University partners with ECSI to provide students with an alternative to paying full tuition at the beginning of each term. Through ECSI's Payment Plan, students may spread the cost of their tuition over multiple months—interest-free. The ECSI Payment Plan is not a loan, and there is an enrollment fee. See more detailed information on the Walden website under [Other Funding Options](#).

## Family Tuition Reduction

A 25% 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.)

## Tuition Reduction Benefits

Only one tuition-reduction benefit may be applied to tuition at one time.

Students will forfeit any scholarship or tuition reduction they receive if they withdraw from the university or change to another degree program that is not eligible for the scholarship or tuition reduction.

Students on a leave of absence will retain their scholarship or tuition reduction if they return to the university within the time frame listed in the leave of absence policy.

## Financial Aid

Walden University recognizes the importance of financial aid in planning a successful academic experience. The Office of Financial Aid (OFA) at Walden has a knowledgeable staff of individuals who are dedicated to assisting students with their financial aid needs. The OFA is skilled and informed in processing federal, state, and private financial aid.

## Department of Education Student Loan Ombudsman

The Walden Office of Financial Aid is always ready to assist with any questions or concerns regarding student loans. If loan issues cannot be resolved, the Federal Student Aid (FSA)



Ombudsman Group of the U.S. Department of Education is available to help you. An ombudsman resolves federal loan disputes from a neutral and independent viewpoint. The FSA Ombudsman Group will informally research a borrower's problem and suggest solutions to resolve the problem. Student borrowers can contact the FSA Ombudsman Group via the following:

*Online assistance:* <https://studentaid.ed.gov/sa/repay-loans/disputes/prepare>

*Toll-free telephone:* 1-877-557-2575

*Fax:* 1-606-396-4821

*Mail:* U.S. Department of Education

*FSA Ombudsman Group*

*P.O. Box 1843*

*Monticello, KY 42633*

Students are advised to read the following sections, which detail the policies related to financial aid programs. Please be aware that federal regulations that govern the administration of federal programs are subject to change. Walden will make every attempt to notify students notification of any change prior to the effective date of the new or revised policy.

- Student Eligibility Requirements
- Financial Aid Application Process
- Financial Aid Notifications
- Finishing the Program and Repaying the Loans
- Federal Financial Aid Limits
- Loan Default
- State Grant Aid
- Private Education Loans
- Other Considerations for Financial Aid

## **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 noncitizen;
- Have a high-school diploma or a recognized equivalent such as a General Education Development (GED) certificate, or completed a high school education in an approved homeschool setting;
- Enroll in an eligible program as a regular student seeking a degree or certificate;
- Enroll at least half-time to be eligible for Direct Loan program funds;
- Register (or have registered) with the Selective Service, if required;
- Have a valid Social Security Number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);

Meet satisfactory academic progress (SAP) standards;

Not be in default on any federal student loan nor owe money (overpayment) on a federal student grant; and

Not exceed the lifetime aggregates or annual loan limits without documentation that the debt has been reaffirmed.

Be advised that a federal or state conviction for any offense involving the possession or sale of illegal drugs during a period of enrollment for which a student is receiving Title IV financial aid, will affect the eligibility for federal financial aid.

## **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 (MPN), entrance counseling, and online Financial Aid Policy Review (FAPR) 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 6 weeks prior to the beginning of their start date or renewal date to ensure the following deadlines are met.

The **Free Application for Federal Student Aid (FAFSA)** should be submitted at least 6 weeks prior to the student's effective start date, as well as prior to each subsequent loan renewal date.

A fully executed MPN, entrance counseling, and online FAPR must be on file in the financial aid office no later than 14 calendar days after the student is notified of the award.

Fill out the 2017–2018 FAFSA if you are starting your program on or after May 30, 2017.

Fill out the 2018–2019 FAFSA if you are starting your program on or after May 29, 2018.

*Note: Walden University's Title IV code is 025042.* Students will need the code when filling out their FAFSA.

Walden University strongly suggests that all students who are eligible and who filed a federal tax return use the IRS Data Retrieval tool when filling out their FAFSA on the Web. Using the IRS Data Retrieval tool may expedite the verification and awarding process.

See also Verification Policy.

## **Verification Policy**

In accordance with U.S. Department of Education regulations, Walden University is required to verify the accuracy of financial aid application information for selected students. The U.S. Department of Education and/or Walden University may randomly select students for verification or may select students based on predetermined criteria. Students selected for verification are required to submit additional information. Additional information for the verification process may include, but is not limited to the following: IRS tax return transcripts, W-2s, IRS verification of non-filing, official proof of High School Completion Status, identification documents, and a signed Statement of Educational Purpose. If you are selected for verification, the documents that you will need to submit to the Office of Financial Aid will be scheduled on your *myFinAid* document portal. If students are required to submit their tax information, they are required to submit an official IRS tax return transcript. Students can obtain

an IRS Tax Return Transcript, free of charge, through: (1) Get Transcript ONLINE at [www.irs.gov](http://www.irs.gov); (2) Get Transcript by MAIL at [www.irs.gov](http://www.irs.gov); (3) automated telephone request at 1-800-908-9946; or (4) paper request IRS Form 4506T- EZ [www.irs.gov/pub/irs-pdf/f4506tez.pdf](http://www.irs.gov/pub/irs-pdf/f4506tez.pdf). Students can obtain an IRS Verification of Non-Filing Letter by paper request IRS Form 4506T [www.irs.gov/pub/irs-pdf/f4506t.pdf](http://www.irs.gov/pub/irs-pdf/f4506t.pdf).

Once the required documents are received in the Office of Financial Aid, the normal processing time is 10 business days. Participation in the verification process is not optional and financial aid awards cannot be determined until verification is complete. If students do not complete the verification process by the end of the enrollment period, they will not be able to receive federal financial assistance for that award year.

Upon reviewing their verification documentation, the Office of Financial Aid will correct students' FAFSA if any information was reported in error. Students will be notified by e-mail if they must make a correction to their FAFSA or, as a result of completing the verification process, their expected family contribution (EFC) changes and results in a change to their award amount.

A student whose FAFSA information is selected for verification by the Department of Education must complete the verification process before the Office of Financial Aid can make any changes to their cost of attendance (COA) or to the values of the data items required to calculate their EFC.

Please be aware that if students intentionally misreport information and/or alter documentation for the purpose of increasing aid eligibility or fraudulently obtaining federal funds, they will be reported to the U.S. Department of Education Office of the Inspector General or to local law enforcement officials.

## **Unusual Enrollment History Flag**

The U.S. Department of Education added the Unusual Enrollment History (UEH) Flag to the ISIR (Institutional Student Information Record) to indicate whether students have an unusual enrollment history in regard to the receipt of Federal Pell Grant and/or Federal Direct Loan funds (not including a Direct Consolidation Loan, Perkins Loan or a Parent PLUS loan). The U.S. Department of Education enforced this process to determine if recipients were enrolling with the sole purpose of collecting Title IV credit balances. Students may be required to submit additional documentation to determine federal financial aid eligibility at Walden.

## **Financial Aid Notifications**

Direct Loan Maximums

Federal Direct Loan Disclosure Statement and Right-to-Cancel Period

**New students:** Award notifications will be made by e-mail to students with completed financial aid files. *However, Walden cannot disburse the student's financial aid until all official transcripts are received by the Office of Admissions.*

**Current students:** If a student is beginning a new Walden program within a term or payment period after completing a Walden program, financial aid for the new program cannot be disbursed until the student's degree/certificate is conferred by the Office of the Registrar.

The Office of Financial Aid will continue to accept applications, offer awards, and process disbursements in the last 30 days of the term or payment period, but cannot be held responsible if funds are not able to disburse for the term or payment period. Delays outside of the control of the Office of Financial Aid can occur. For example, a student may not be able to obtain third-party documentation, such as Selective Service status information letters, overlapping financial aid forms, official transcripts, and Graduate PLUS endorsers in a timely manner.

The myFinAid Web portal is the student's 24/7 source for financial aid information for students who complete the FAFSA. The Office of Financial Aid will notify the student by e-mail when updates, including award notifications and changes, are made to financial aid information on myFinAid; however, financial aid recipients are responsible for checking their myFinAid page periodically for any updates. Students may contact the Office of Financial Aid via e-mail (finaid@mail.waldenu.edu) or telephone 1-800-925-3368.

Students who complete the FAFSA will receive a Student Aid Report (SAR). Students should read the SAR carefully as it contains important information about the student's eligibility.

### ***Financial Aid Disbursement Process and Requests for Excess Funds for Course-Based Programs***

Most financial aid is disbursed in three equal payments over the award period. Students in good standing may have any excess balance in their student account returned to them to pay for indirect education expenses. Any time financial aid 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.

If students are not subject to Adequate Academic Progress (AAP) as first-time undergraduate students, they receive Pell Grants, and their financial aid will create a credit balance; they may request book vouchers here:

[https://inside.waldenu.edu/c/Student\\_Faculty/OnlineForm\\_BookLoan.aspx](https://inside.waldenu.edu/c/Student_Faculty/OnlineForm_BookLoan.aspx)

Students are responsible for payment of tuition and fees incurred after a full credit balance refund has been released (e.g., added courses and residencies fees). Credit balance refund distributions are made in accordance with applicable federal guidelines. Any outstanding debt to the university as a result of a required credit balance refund is the responsibility of the student.

**Unless students are subject to the Adequate Academic Progress (AAP) process**, financial aid generally begins disbursing on day 12 of the term and refunds are released to eligible students by day 26 of the term (14 days after funds have disbursed to the student's account). Students must participate in their online coursework to establish eligibility and remain eligible for federal aid. Failure to participate in academically related activity will result in loss of eligibility for all or part of the term. If two sequential courses make up the quarter or semester and the student does not register for the first half of the quarter or semester, federal aid cannot disburse until day 12 of the second half of the term. Disbursements may be delayed if the student is subject to a Satisfactory Academic Progress review for a prior term.

## **Refund Policy for Minnesota GI Bill® Program (MN OHE GI Bill®)**

Minnesota GI Bill® (MGIB) financial aid recipients who do not complete the required MGIB period of instruction may not be entitled to keep the full amount of MGIB financial aid disbursed to them.

## **Financial Aid Disbursement Process and Requests for Excess Funds for Tempo Learning® Programs**

Walden's financial aid academic year for federal student aid in Tempo Learning® Programs is defined as follows:

<b>Program</b>	<b>Weeks</b>	<b>Credit Equivalencies</b>
MS in Early Childhood Studies	52	16.5
Graduate Certificate in Early Childhood Administration	52	15
Master of Business Administration	52	18
Master of Healthcare Administration	52	26.5

The academic year is also the loan period. The loan period is then divided into two equal payment periods. The first payment period ends when the student successfully completes half the credit equivalencies *and* half the weeks in the academic year. The second payment period ends when the student completes the remaining credit equivalencies and weeks in the academic year.

The loan amount for the loan period is divided equally between the two payment periods. Each payment period is then broken into two disbursements designed to align with the student's 3-month subscription periods. Therefore, in most cases, financial aid is disbursed in four equal payments over the award year.

All disbursements require that the student has submitted an academic plan by day 14 of each 3-month subscription period which confirms that they will attempt the full-time credit equivalency for that period. All disbursements also require the student to meet all federal financial aid eligibility requirements and all Satisfactory Academic Progress requirements.

Disbursements at the start of the payment period (with the exception of the first disbursement of the program) require that the student has earned half the semester credit equivalencies *and* has completed half the weeks in their financial aid academic year. Disbursements at the midpoint of the payment period require that the student has completed half the weeks in the payment period.

This disbursement schedule is designed to align with the student's subscription billing period, but it's important to note that a student's pace or transfer from a prior school may result in payment periods and disbursement dates that do not fully align with the subscription billing periods. If a student's remaining credit equivalencies at the start of an academic year are less than the defined credits in an academic year for their program, it is possible for the academic year to be less than 52 weeks.

Likewise, if a student transfers to Walden with an overlapping enrollment from a prior school, this could also result in an academic year to be less than 52 weeks. Consequently, there may only be one payment period or one disbursement in the payment period. In these cases, the disbursement dates may not align with the subscription billing due dates.

Students in good standing may have any excess balance in their account returned to them to pay for indirect education expenses. Any time financial aid proceeds credited to a student's account exceed direct charges, the Office of the Bursar 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 credit balance refund has been released. Credit balance refund distributions are made in accordance with applicable federal guidelines. Any outstanding debt to the university as a result of a required credit balance refund is the responsibility of the student.

## **Direct Loan Maximums**

### **Undergraduate Students: Direct Loan Maximums\***

<i>Grade Level</i>	<i>Dependent Undergraduate Student</i>	<i>Independent Undergraduate Student</i>
Year 1* (0–44 cr.)	\$5,500—Up to \$3,500 of this amount may be in subsidized loans.	\$9,500—Up to \$3,500 of this amount may be in subsidized loans.
Year 2* (45–89 cr.)	\$6,500—Up to \$4,500 of this amount may be in subsidized loans.	\$10,500—Up to \$4,500 of this amount may be in subsidized loans.
Years 3–4* (90+ cr.)	\$7,500—Up to \$5,500 of this amount may be in subsidized loans.	\$12,500—Up to \$5,500 of this amount may be in subsidized loans.
Lifetime Maximum Total Debt from Stafford 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.

*\* Dependent undergraduate students whose parents have been denied a Federal Parent Loan are eligible to borrow at the independent undergraduate level. Students in undergraduate certificate programs or who are in the last two terms of their academic program may be eligible for reduced amounts due to required prorating.*

### **Graduate Student: Direct Loan Maximums**

**Important: Since July 1, 2012, all Direct Loans for graduate students are unsubsidized.**

Time Frame	Graduate (Master's, EdS, Doctoral, Post-Doctoral, Graduate Certificate) Students	Students Enrolled in Preparatory Courses for the Master of Science in Nursing (MSN)	
		Dependent Students	Independent Students
Per Academic Year	\$20,500	\$7,500—Up to \$5,500 of this amount may be in subsidized loans.  <b>Note:</b> Students are eligible for this loan for one consecutive 12-month period.	\$12,500—Up to \$5,500 of this amount may be in subsidized loans.  <b>Note:</b> Students are eligible for this loan for one consecutive 12-month period.
Lifetime Maximum Total Debt From Direct Loans	\$138,500—Only \$65,000 of this amount may be subsidized loans. <i>Note: The graduate debt limit includes Stafford and Direct Loans received for undergraduate study.</i>	\$31,000—Only \$23,000 of this amount may be subsidized loans.	\$57,500—Only \$23,000 of this amount may be subsidized loans.

### **Federal Direct Loan Disclosure Statement and Right-to-Cancel Period**

After a student signs the promissory note, the Federal Direct Loan Disclosure Statement confirms the terms and conditions of the student's loan. At the time that this disclosure is delivered, the student's "right-to-cancel" period begins. During this period of 8 days, the student may cancel the loan by contacting the lender. The lender cannot release the first disbursement of the loan funds until the end of the right-to-cancel period.

## **Finishing the Program and Repaying the Loans**

### **Exit Counseling**

To help students manage their student loans after graduation, federal regulations require that they complete Direct Loan Exit Counseling. This counseling is available online at <https://studentloans.gov/myDirectLoan/counselingInstructions.action>.

The timing to complete *Exit Counseling* is:

- Before graduation,
- Before transferring to another institution,
- Before withdrawal and leaves of absence, and/or
- When enrolled less than half time.

### **Federal Student Loan Repayment Plans**

Federal Direct and Stafford Loans offer several repayment plan options. Some of the options carry a lower monthly payment than the standard repayment but choosing these options extends

the term of the loan and increases the total amount of interest paid during the life of the loan. Learn about the various options and your ability to move between plans by visiting <http://studentaid.ed.gov/repay-loans>.

**Repayment Estimator** is a tool that William D. Ford Federal Direct Loan (Direct Loan) and Federal Family Education Loan (FFEL) program borrowers can use to obtain preliminary repayment plan eligibility information and estimated repayment amounts. This easy-to-use tool offers borrowers the opportunity to obtain preliminary repayment information across all the repayment plans. Its advantage over repayment plan-specific calculators is that it provides side-by-side results for all plans and information about the total cost of a loan over time.

The new Repayment Estimator is available for borrower use on the following website: <https://studentloans.gov/myDirectLoan/repaymentEstimatorLoginRedirect.action>

**Standard Repayment.** On a standard repayment plan, a borrower pays a fixed monthly amount for a loan term of up to 10 years (up to 30 years for Consolidation Loans), with a \$50 minimum monthly payment.

**Extended Repayment.** Extended repayment is like standard repayment, but allows a loan term of up to 25 years, depending on the amount borrowed. Stretching out the payments over a longer term reduces the size of the monthly payment, but increases the total amount repaid during the life of the loan.

**Graduated Repayment.** Unlike standard and extended repayment plans, graduated repayment starts off with lower monthly payments, which gradually increase every 2 years. The loan term is up to 10 years (up to 30 years for Consolidation Loans), depending on the total amount borrowed. The monthly payment must be at least \$25 and will amount to, at least, the interest accruing.

**Income-Driven Repayment Plans (IDR).** Choosing any of these plans involves using a percentage of one's discretionary income. The percentage is different depending on the plan. IDR plans usually lower one's federal student loan payments; however, an individual may increase his or her repayment period resulting in higher interest cost over the repayment period

**Income-Based Repayment.** This plan extends the terms as follows: **New borrower on or after July 1, 2014**—will have a repayment based on 10% of the student's discretionary income (but never more than the 10-year Standard Repayment Plan amount) and a repayment period of up to 20 years. **If the student is not a new borrower as of July 1, 2014**—the student may have a repayment based on 15% of his or her discretionary income (but never more than the 10-year Standard Repayment Plan amount) and a repayment period of up to 25 years. The payment resets annually and caps the monthly payments at a lower percentage of income than income-contingent repayment. If income is low enough, the interest that accrues is waived for a fixed period. At the end of the repayment period, any remaining balance on the loan will be forgiven and the amount forgiven is taxable.

**Income-Contingent Repayment.** This plan applies only to Federal Direct Loans. Monthly payments are based on the borrower's discretionary income and total amount of debt.



Payments are adjusted each year as the borrower's income changes. The loan term is up to 25 years. At the end of 25 years, the remaining balance on the loan will be forgiven, and the amount forgiven is taxable.

**Income-Sensitive Repayment.** This plan is an alternative to Income-Contingent Repayment and is only for loans serviced by lenders in the Federal Family Education Loan Program (FFELP). Monthly payments are based on discretionary income and borrowers are usually required to provide financial documents. In addition, borrowers must reapply for this repayment plan annually. The loan term is up to 15 years.

**Pay As You Earn (PAYE).** Borrowers with eligible student loans may qualify for this program, based on discretionary income and other factors. Payments are recalculated annually. There are interest payment benefits, limitation on capitalization of interest and loan forgiveness, if the borrower qualifies. Borrowers should speak with their loan servicer for more information on this program.

**Revised Pay As You Earn (REPAYE).** This program extends the term for up to 20 years for undergraduate loans and 25 years for graduate loans. The monthly repayment amount is based on the borrower's discretionary income and resets annually. The monthly payments are determined at a lower percentage of income than the Income-Contingent Repayment Plan. At the end of the repayment period, any remaining balance on the loan will be forgiven, and the amount forgiven is taxable. Please contact your servicer for more eligibility requirements.

## **Loan Deferments**

Under certain circumstances, an enrolled borrower is entitled to have the repayment of a loan deferred. During deferment, the borrower is not required to pay the loan principal, and interest on subsidized loans does not accrue. After the in-school deferment, the borrower may be entitled to one grace period of 6 consecutive months. The date that the deferment starts may affect the length of the grace period.

Students who have a valid Social Security Number on file at Walden will have their enrollment reported and updated monthly with the National Student Clearinghouse (NSC). The NSC communicates electronically with the federal and nonfederal loan servicers to ensure that students who remain enrolled maintain the in-school deferments for which they are eligible.

## **Walden's Loan Deferment Policy**

Students who seek to defer repayment of their prior student loans and do not want to rely on the electronic exchange with the NSC must fill out forms to have their enrollment status verified. Students must get the forms from their lender(s) and send them directly to:

*Walden University*

*Office of the Registrar*

*Attn: Loan Deferment*

*7065 Samuel Morse Drive*

Columbia, MD 21046

Fax: 1-410-209-8044

At the top of the form, students should include their enrollment start date and the term for which they are requesting an in-school deferment.

*Note: Any deferment paperwork sent to Walden's Office of the Registrar for enrollment verification is forwarded to the NSC on a weekly basis.*

## **Federal Financial Aid Limits**

### **Annual Loan Limits vs. Lifetime Aggregate Loan Limits**

#### **Annual Loan Limits**

The federal government limits the total and annual amount of Federal Direct Loan(s) that students can borrow. Walden University defines its annual award year as three quarters or three semesters for course-based programs. For Tempo Learning® programs, the annual borrowing limit is based on the minimum weeks and semester equivalencies in the program's financial aid academic year and students cannot borrow a new annual loan limit until both requirements are met (please see Financial Aid Disbursement Process and Requests for Excess Funds for Tempo Learning® Programs for program specific information). Students cannot exceed the annual Direct Loan maximums in the award year. Loans borrowed at a prior institution can impact the student's eligibility at Walden. The Office of Financial Aid may ask students to provide additional information about prior loans in order to process new loans at Walden.

#### **Direct Subsidized Loans**

**Undergraduate** annual borrowing ranges from \$3,500 to \$5,500 depending on year in school and EFC.

#### **Direct Unsubsidized Loans**

**Undergraduate** annual borrowing ranges from \$5,500 to \$12,500 (less Direct Subsidized Loan eligibility) depending on year in school and dependency status.

**Graduate** student annual borrowing maximum is \$20,500.

**Teacher Preparation Students or Endorsement Students** who do not choose the M.S. degree options have a borrowing maximum of \$12,500.

**Students Enrolled in Preparatory Courses for the Master of Science in Nursing (MSN)** have a borrowing maximum of \$12,500.

**Graduate PLUS Loans and Parent PLUS Loans** are also processed based on three terms or three semesters per award year. They are limited annually by the cost of attendance minus any financial aid received.

## ***Time Limitation on Direct Subsidized Loan Eligibility for First-Time Borrowers on or After July, 2013***

The federal government has placed a new time limit on Federal Direct Subsidized Loans for first-time borrowers on or after July 1, 2013. A first-time borrower is someone with no outstanding student loan debt as of July 1, 2013. In general, a first-time borrower may not receive Federal Direct Subsidized Loans for more than 150% of the published length of the bachelor's degree or undergraduate certificate programs as measured in academic years. This is called the "maximum eligibility period." For the Walden bachelor's degree programs, the Federal Direct Subsidized Loan maximum eligibility period is 6.5 academic years. For the Undergraduate Certificate in Homeland Security, the limit is 1.5 academic years. An academic year is 3 quarters. Prior subsidized usage will count toward the students' maximum.

## ***Lifetime Aggregate Loan Limits***

The federal government limits the aggregate amount of Federal Direct Loans that students can borrow in their lifetime. The lifetime aggregate limits for federal student loans (Federal Family Education Loan [FFEL]) Program and Direct Loans are as follows:

**Graduate students:** \$138,500 combined (only \$65,500 may be subsidized; includes amounts borrowed as an undergraduate student).

**Dependent undergraduate students:** \$31,000 combined (only \$23,000 may be subsidized).

**Independent undergraduate students:** \$57,500 combined (only \$23,000 may be subsidized).

**Parent PLUS Loans and Graduate PLUS Loans** do not have a lifetime maximum.

Student loan borrowers are responsible for knowing the total amount of federal loans they have borrowed. Having sufficient remaining eligibility is important to a student's ability to successfully complete his or her academic program. A summary of each student's federal loan debt is available via the National Student Loan Data System (NSLDS) at <https://nslds.ed.gov>.

## ***Exceeding Annual or Aggregate Loan Limits***

The Student Aid Report (SAR) may indicate that a student has inadvertently borrowed in excess of the Federal Direct Loan limits. For example, a prior institution may have inadvertently allowed a student to borrow federal undergraduate loans in excess of undergraduate limits while not exceeding the graduate loan limits. Before Walden can award graduate-level Federal Direct Loans to the student, the student must reaffirm the debt by either consolidating the prior loans that exceed the limits or by obtaining a reaffirmation letter from the holder of the loans. Another example would be if a prior institution inadvertently allowed a student to exceed graduate loan limits.

Before Walden can award Federal Graduate PLUS Loans, the student must reaffirm the debt by either consolidating the prior loans that exceed the limits or by obtaining a reaffirmation letter from the holder of the loans.

## ***Loan Default***

Default is a legal term for a borrower's failure to repay a loan according to the terms agreed to when he or she signed a promissory note. For the Federal Direct Student Loan Program, default

occurs when a borrower fails to make a payment for 270 days under the normal monthly repayment plan.

### **Avoiding Default**

- Consolidation
- Deferment and Forbearance
- Repayment Plans
- Forgiveness, Cancellation, and Discharge

### **Consequences of Default**

The consequences of default are severe. The lender or agency that holds the student loan and the state and federal government will normally take legal action to recover the money the student owes. Other consequences include but are not limited to:

- The lender can notify national credit bureaus of the student's default. This may affect the student's credit rating for as long as 7 years. For example, the student might find it difficult to borrow money from a bank to buy a car or a home.
- The Internal Revenue Service can withhold the student's U.S. Individual Tax Refund and apply it to the amount the student owes.
- The agency holding the loan may ask the student's employer to deduct payments from his or her paycheck; this is known as wage garnishment.
- The student generally will be liable for loan collection costs.
- If the student returns to school, he or she generally will not be eligible for additional federal aid.

### **State Grant Aid**

Some states have a reciprocity policy for their state grants. Check with the appropriate state agency as indicated here: [http://wdcrobcolp01.ed.gov/Programs/EROD/org\\_list.cfm?category\\_ID=SHE](http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE).

### **Private Education Loans**

#### **Comparing Private Loans and Federal Loans**

Private education loans may have significant disadvantages when compared with federal education loans. We strongly encourage students to first borrow any federal loans for which they are eligible. The chart below will help students in understanding the differences between federal and private loan funds.

#### **Comparison Chart of Federal and Private Education Loans**

Topic	Federal Loans	Private Loans
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Credit Check Required?	Direct Loan: No PLUS/GradPLUS: Yes (limited)	Yes
Credit Score or Debt-to-Income Considered?	Direct Loan: No PLUS/GradPLUS: No	Yes
Co-Signer Required?	Direct Loan: No PLUS/GradPLUS: Usually no	Usually yes
Deferment Options	Several options	Depends on lender
Grace Period	Direct Loan: 6 months	Depends on lender
Interest Rate**	<p>Undergraduate</p> <p>The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2017 through June 30, 2018 are fixed at 4.45%.</p> <p>The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2018 through June 30, 2019 are fixed at 5.045%.</p> <p>The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2017 through June 30, 2018 are fixed at 6.00%.</p> <p>The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2018 through June 30, 2019 are fixed at 6.595%.</p> <p>The interest rate for Direct PLUS Loans (Parent and Grad/Prof Student) disbursed on or after July 1, 2017 through June 30, 2018 is fixed at 7.00%, with interest beginning to accrue upon disbursement.</p> <p>The interest rate for Direct PLUS Loans (Parent and Grad/Prof Student) disbursed on or after July 1, 2018 through June 30, 2019 is fixed at 7.595%, with interest beginning to accrue upon disbursement.</p> <p>Both the subsidized and the unsubsidized Direct Loans first disbursed on or after October 1, 2016 and before October 1, 2017 have a 1.069% loan fee.</p> <p>Both the subsidized and the unsubsidized Direct Loans first disbursed on or after October 1, 2017 and before October 1, 2018 have a 1.066% loan fee.</p>	Usually variable

	<p>Federal Direct PLUS Loans (Parent and Grad/Prof Student) first disbursed on or after October 1, 2016 and before October 1, 2017 have a 4.276% loan fee.</p> <p>Federal Direct PLUS Loans (Parent and Grad/Prof Student) first disbursed on or after October 1, 2017 and before October 1, 2018 have a 4.264% loan fee.</p>	
Loan Fees	<p>Both the subsidized and the unsubsidized Direct Loans first disbursed on or after October 1, 2016 and before October 1, 2017 have a 1.069% loan fee.</p> <p>Both the subsidized and the unsubsidized Direct Loans first disbursed on or after October 1, 2017 and before October 1, 2018 have a 1.066% loan fee.</p> <p>Federal Direct PLUS Loans (Parent and Grad/Prof Student) first disbursed on or after October 1, 2016 and before October 1, 2017 have a 4.276% loan fee.</p> <p>Federal Direct PLUS Loans (Parent and Grad/Prof Student) first disbursed on or after October 1, 2017 and before October 1, 2018 have a 4.264% loan fee.</p>	Depends on lender
Flexible Repayment Options	Many options available	Generally none
Loan Forgiveness Options	Several options available	Generally none
Penalties for Early Repayment	None	Depends on lender

### **Choosing a Private Loan**

When choosing a private education loan, students should compare the loan terms offered by several lenders in order to choose the best fit for their situation. When choosing a lender, borrowers should make sure that Walden University is a participating school in their loan program ([www.elmselect.com](http://www.elmselect.com)).

#### **Several points that should be researched when considering a private loan:**

- What is the interest rate; is it fixed or variable; is the rate capped?
- What fees must be paid for this loan and when are they paid?
- How will the student receive his or her loan funds?
- When does repayment begin and is there a grace period?
- What will the monthly payment be?
- What will be the total cost if the student uses the full repayment period?
- Are there penalties for early repayment?

Are there deferment, forbearance, or cancellation options?

Most private loan programs require the Office of Financial Aid to certify the student's eligibility before approving the loan. If students receive financial aid, they must notify the Office of Financial Aid of any private loans they borrow, as it may affect their aid eligibility.

### ***Truth in Lending Act***

Under the Federal Truth in Lending Act (TILA), the lender must provide the following documents:

**Private Education Loan Applicant Self-Certification Form:** Students must complete this form and return it to the lender before receiving their first disbursement of loan funds.

**Federal Direct Loan Disclosure Statement and Right-to-Cancel Period:** After the student signs the promissory note, the Federal Direct Loan Disclosure Statement confirms the terms and conditions of the loan. At the time that this disclosure is delivered, the "right-to-cancel" period begins. During this period of 3–6 days, the student may cancel the loan by contacting the lender. The lender cannot release the first disbursement of the loan funds until the end of the right-to-cancel period.

## **Other Considerations for Financial Aid**

### ***Attended Another School? Overlapping Financial Aid***

Federal aid received at another institution may impact the amount of federal aid that a student may receive at Walden. As required by federal regulations, Walden participates in the federal transfer monitoring process whereby the U.S. Department of Education may take up to 90 days into the start of the first term or payment period to notify Walden that the student has federal aid awarded at another institution that overlaps into the his or her enrollment dates at Walden. The Office of Financial Aid may not be able to make an initial award offer to the student or may have to cancel aid that has already been awarded if it receives information that the student has applied for and/or received federal aid at another institution for an overlapping period. For example, if the loan period at the prior institution ends even 1 day after his or her start quarter/semester, subscription period, or financial aid academic year at Walden, the student has an overlapping period and Walden must deduct aid received at the other institution from the student's annual eligibility at Walden. If the loan information is not already on the U.S. Department of Education's Common Origination & Disbursement (COD) website, the Walden University Office of Financial Aid may ask a student to have his or her prior institution complete an Overlapping Financial Aid Form or provide proof of withdrawal to confirm the last date of attendance and disbursed loan amounts at the prior institution.

When processing a financial aid award for an overlapping loan period, Walden will cap the total loan at one-third of a student's annual loan limit, per semester or quarter in course-based programs (subsidized loans are applicable to undergraduates only). To prevent duplication of living allowance between schools, Walden must remove the living allowance from the student's cost of attendance at Walden during periods of overlapping enrollment. Students must make alternative arrangements for payment if they become ineligible for federal aid based on aid received at another institution.

## **Financial Aid Annual Award Year Definition**

Walden defines the annual award year as three 12-week quarters or three 16-week semesters. For Tempo Learning® programs, the annual award year is defined by program as 52 weeks and a specific number of credit equivalencies (please see Financial Aid Disbursement Process and Requests for Excess Funds for Tempo Learning® Programs for program specific information). If the student does not complete the required semester credit equivalencies in 52 weeks, the annual award year is extended beyond 52 weeks until such time that the student completes the required number of credits.

## **Residency Policy**

Students cannot receive federal financial aid for any term for which they register only for a residency. The Office of Financial Aid reviews registrations at the start of each term and cancels federal aid for any students registered only for a residency. All students are responsible for managing their student loan refunds to be sure they can pay for residency travel expenses when they arise.

## **Study at Another Institution or Study Abroad**

Enrollment in certain programs of study at another school or study abroad approved for credit by Walden may be considered enrollment at Walden for the purpose of applying for assistance under the Federal Title IV financial aid programs.

For students to access federal financial aid, a consortium agreement is required between the schools whereby the home school disburses federal aid for courses taken at a host school. The host school agrees not to disburse federal aid and to monitor the student's enrollment for the home school. Consortium agreements may be made between Walden University (home school) and a host school if the student has been approved by Walden to take coursework at the host institution that will fully transfer toward the Walden degree program. Walden degree-seeking students must submit a copy of the *Walden University Permission to Take a Course at Another Institution* form that is signed by Walden's Admissions Office and a *Consortium Agreement* form signed by the host school's financial aid office to the Walden Office of Financial Aid.

Students must also meet all other federal financial aid eligibility requirements. If Walden approves the student for a consortium agreement, Walden University will disburse federal aid to the Walden student account, and the Office of the Bursar will issue the refund to the student. The student is responsible for meeting payment deadlines set by the host school. Walden University does not typically pay the host school on behalf of the student, and Walden University does not alter the financial aid disbursement schedule to meet deadlines set by the host school.

# **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 (FSEOG) program, the Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant, and the Federal Direct Loan Program.



The following sections detail the policies related to financial aid programs. Federal regulations that govern the administration of federal aid programs are subject to change. Notification of any regulatory changes will be provided to all students prior to the effective date of the new or revised policy.

Federal Direct Loans

Federal Direct Graduate PLUS Loans

Federal Direct Parent Loans for Undergraduate Students (PLUS) Loans

Federal Pell Grants

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant

Federal Student Aid (FSA) Student Loan Ombudsman

### **Federal Direct Loans**

**Federal Direct Subsidized Loans** are need-based loans available only to **undergraduate** students. The U.S. Department of Education pays the interest on this loan while the student is enrolled at least half time in school. Students typically have a 6-month repayment grace period for all federal loans. A grace period is a period of time that generally begins on the day after a borrower graduates, leaves school, or drops below half-time enrollment and usually ends 6 months later. A borrower is not required to make payments during the grace period for both subsidized and unsubsidized loans made under the Direct Loan program.

**Federal Direct Unsubsidized Loans** are available to undergraduate and graduate students and are not need-based. The student pays the accruing interest while enrolled in school, unless the student arranges to postpone the interest payment by checking the appropriate box on the Master Promissory Note or contacting their servicer. If you are unsure, you can determine who your servicer is by going to NSLDS. Students should be careful when choosing this option since it means that the interest will be capitalized (the accrued interest will be added to the principal amount), increasing the amount of the debt.

**Federal Direct Unsubsidized Loans** are available to undergraduate and graduate students and are not need-based. The student pays the accruing interest while enrolled in school, unless the student arranges to postpone the interest payment by checking the appropriate box on the Master Promissory Note or contacting their servicer. If you are unsure, you can determine who your servicer is by going to NSLDS. Students should be careful when choosing this option since it means that the interest will be capitalized (the accrued interest will be added to the principal amount), increasing the amount of the debt.

The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2017 through June 30, 2018 are fixed at 4.45%.

The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2018 through June 30, 2019 are fixed at 5.05%.

The interest rate cap is 8.25%.

The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2017 through June 30, 2018 are fixed at 6.00%.

The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2018 through June 30, 2019 are fixed at 6.6%.

The interest rate cap is 9.5%.

Most federal student loans have loan fees that are a percentage of the total loan amount. The loan fee is deducted from each loan disbursement you receive. Even though this means the money a student receives will be less than the amount he or she actually borrowed, the student is still responsible for repaying the entire amount of the borrowed loan.

Direct subsidized and unsubsidized loans first disbursed on or after October 1, 2017 and before October 1, 2018 have a 1.066% loan fee. Direct subsidized and unsubsidized loans first disbursed on or after October 1, 2018 and before October 1, 2019 have a 1.062% loan fee.

Creditworthiness is not a requirement to obtain a Direct Loan (subsidized or unsubsidized). Under this program, students may borrow up to their maximum annual loan limit every award year (i.e., 9 months for quarter-based programs, 12 months for semester-based programs). Loan funds can be used to cover direct education costs such as tuition, fees, and room and board, as well as indirect costs, such as books and other education-related expenses.

Federal Direct Loans borrowed while enrolled at another institution may impact a student's loan eligibility at Walden University. Before any funds are disbursed, students must read important disclosure information regarding their student loan(s). The Disclosure Statement provides information about the Direct Subsidized Loan and/or Direct Unsubsidized Loan that Walden University plans to disburse (pay out) by crediting the student's school account, paying the student directly, or both. There is also a Plain Language Disclosure that will explain the terms of the loan(s). Both disclosures are available at [www.studentloans.gov](http://www.studentloans.gov). Walden encourages students to keep a copy of all disclosures for their records. All information submitted for the purpose of securing a federal student loan will be submitted to the National Student Loan Database (NSLDS) and are accessible by authorized agencies, lenders, and institutions. The student loan borrower is responsible for knowing the total amount of federal loans borrowed and can see a summary of their federal loan debt via NSLDS.

On August 2, 2011, Congress passed the Budget Control Act of 2011, which put into place automatic federal budget cuts, known as a "sequester." To find out more information, please visit <https://studentaid.ed.gov/sa/about/announcements/sequestration>.

## **Entrance Counseling**

First-time borrowers are required to complete Direct Loan entrance counseling prior to receiving the first disbursement of a federal Direct Loan. Federal Direct Loan counseling is completed online at <https://studentloans.gov/myDirectLoan/index.action> and will help students understand their rights and obligations as a student loan borrower. Loan counseling is mandatory and must be completed before students can receive loan funds.

## **Federal Direct Graduate PLUS Loans**

Federal Direct Graduate PLUS loans are available to graduate students enrolled at least half time who do not have an adverse credit history. Students may borrow up to the cost of attendance minus any other financial aid received. The total education cost may include tuition, living

allowance, books and supplies, and transportation. Graduate students must use their Federal Direct Unsubsidized loan eligibility prior to applying for a Direct Graduate Plus Loan.

The interest rate for Graduate PLUS loans disbursed on or after July 1, 2017 through June 30, 2018 is fixed at 7.00%, with interest beginning to accrue upon disbursement.

The interest rate for Graduate PLUS loans disbursed on or after July 1, 2018 through June 30, 2019 is fixed at 7.60%, with interest beginning to accrue upon disbursement.

The interest rate cap is 10.5%.

Federal Direct Graduate PLUS loans first disbursed on or after October 1, 2017 and before October 1, 2018 have a 4.264% loan fee.

Federal Direct Graduate PLUS loans first disbursed on or after October 1, 2018 and before October 1, 2019 have a 4.248% loan fee.

Loan fees are retained by the federal government to reduce the cost of supporting these low interest loans.

### *Process*

If one has not submitted for the current year, the student completes the Free Application for Federal Student Aid (FAFSA) online at <https://studentaid.ed.gov/sa/fafsa>.

Student completes the Direct Graduate PLUS Loan Request, Direct Graduate PLUS Master Promissory Note (MPN), and Graduate Level Direct Loan Entrance Counseling. All forms are available online at <https://studentloans.gov/myDirectLoan/index.action>.

The Office of Financial Aid receives the Approved/Endorsed Graduate PLUS Loan Record and the Direct Graduate PLUS MPN and the Approved/Endorsed Graduate PLUS Loan Record from the U.S. Department of Education (ED) and adds the Graduate PLUS award to myFinAid.

Student goes to myFinAid to accept, reduce, or decline the Graduate PLUS award amount.

If student is registered and all official transcripts are on file with the Office of Admissions, the Office of Financial Aid sends a Direct Graduate PLUS Loan origination record to the ED.

### *Decisions*

The U.S. Department of Education is responsible for all Graduate PLUS loan credit decisions. Graduate PLUS loan borrowers are required to pass a simplified credit check, meaning that the Department of Education is not looking for a certain credit score or for an extensive credit history, but simply the absence of an adverse credit history. Students can view the status of their application by logging in to <https://studentloans.gov/myDirectLoan/index.action> or by calling Federal Direct Loans at 1-800-557-7394. Effective March 29, 2015 credit decisions are held for 180 days.

The following will cause a Graduate PLUS Loan to be denied:

An open account currently 90 days or more delinquent.

A collection or charge off account (open or closed) in the past two years.  
Default in the past 5 years.  
Defaulted loan that has been claim paid.  
Chapter 7, 11, or 12 bankruptcies (Chapter 13 is OK) discharged in the past 5 years.  
Foreclosure in the past 5 years.  
Foreclosure proceedings started.  
Deed in lieu of foreclosure in the past 5 years.  
Lease or contract terminated by default.  
Repossession of collateral in the past 5 years.  
Tax lien (county, state, or federal) in the past 5 years.  
Wage garnishment in the past 5 years.  
Voluntary surrender of personal property to avoid repossession in the past 5 years.  
Charge Off/Write-off of Title IV debt in the past 5 years.

You will receive an immediate response of an approved or denied application upon electronic completion as well as the loan reference number, which is needed if you wish to pursue an endorser. The Walden University Office of Financial Aid will be notified electronically of the credit decision only if the application was completed electronically. Applications are not approved or denied based on the dollar amount requested; therefore, students should NOT complete additional applications once a denied decision is rendered by the Department of Education. Approval for the Graduate Plus loan is specific to the individual loan. It is possible to be approved for one loan and denied at a later date for a new loan. Once the loan application is denied, you must either find an endorser or appeal the credit decision by documenting extenuating circumstances.

The Office of Financial Aid has no control or influence on the credit decision rendered by the Department of Education. Any and all correspondence regarding credit appeals and endorsers must be sent to the U.S. Department of Education.

Denied students still have two options to obtain the Graduate PLUS Loan:

Review your credit report (which can be done for free at <http://www.annualcreditreport.com/> for possible errors and correct them before appealing directly to the U.S. Department of Education.

Find a creditworthy endorser to co-sign for the loan. This endorser will then be responsible for the loan should you default on the loan at any point during the life of the loan.

### *Endorsing a Graduate PLUS Loan*

Steps to be taken by the endorser—These MUST be completed electronically; paper addenda will not be accepted:

Create an FSA ID at <https://fsaid.ed.gov>. Endorsers must log in using their own FSA ID to complete an endorser addendum.

Sign onto <https://studentloans.gov/myDirectLoan/index.action>. This is the website where the endorser electronically co-signs for the loan.

Click on "Complete Endorser Addendum" (under \$\$Obtain Aid at bottom of the webpage). Enter the Endorser Code or an Award Identification Number (provided by student borrower) and follow the instructions.

Accept or reduce the Direct Graduate PLUS loan amount. This will need to be done prior to the record being sent for certification.

## **Federal Direct Parent Loans for Undergraduate Students (PLUS)**

Federal PLUS Loans are available to all parents of dependent undergraduate students regardless of income. Qualification is based solely on good credit. You must be the student's biological or adoptive parent or the student's stepparent, if the biological or adoptive parent has remarried at the time of application. Your child must be a dependent student who is enrolled at least half-time at Walden. 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.

The interest rate for Graduate PLUS loans disbursed on or after July 1, 2017 through June 30, 2018 is fixed at 7.00%, with interest beginning to accrue upon disbursement until it is repaid in full.

The interest rate for Graduate PLUS loans disbursed on or after July 1, 2018 through June 30, 2019 is fixed at 7.60%, with interest beginning to accrue upon disbursement until it is repaid in full.

The interest rate cap is 10.5%.

Federal Direct Graduate PLUS loans first disbursed on or after October 1, 2017 and before October 1, 2018 have a 4.264% loan fee.

Federal Direct Graduate PLUS loans first disbursed on or after October 1, 2018 and before October 1, 2019 have a 4.248% loan fee.

Loan fees are retained by the federal government to reduce the cost of supporting these low interest loans.

Federal Direct Parent 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 (the minimum amount is based on the term of the loan and must be at least \$50 per month) for a portion of the repayment term.

### *Process for Students*

The student completes the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.ed.gov/sa/fafsa> if one has not been submitted for the current year.

The parent completes the Parent PLUS Loan Request and Parent PLUS Master Promissory Note (MPN), and the student completes undergraduate-level Direct Loan Entrance Counseling. All forms are available online at <https://studentloans.gov/myDirectLoan/index.action>.

The Office of Financial Aid receives the Direct Parent PLUS MPN and the approved/endorsed Parent PLUS Loan Record from the U.S. Department of Education and adds the Parent PLUS award to myFinAid.

The student goes to myFinAid to accept, reduce, or decline the Parent PLUS award amount. If the student is registered and all official transcripts are on file with the Office of Admissions, the Office of Financial Aid sends a Direct Parent PLUS Loan origination record to ED.

### *Decisions*

The Department of Education is responsible for all Parent PLUS Loan credit decisions. Parent PLUS Loan borrowers are required to pass a simplified credit check, meaning that the U.S. Department of Education is not looking for a certain credit score or for an extensive credit history but simply the absence of an adverse credit history. You can view the status of your parents' application by logging in to <https://studentloans.gov/myDirectLoan/index.action> or by calling Federal Direct Loans at 1-800-557-7394. Effective March 29, 2015, credit decisions remain valid for 180 days.

The following will cause a Parent PLUS Loan to be denied:

- An open account currently 90 days or more delinquent.
- A collection or charged off account (open or closed) in the past 2 years.
- Default in the past 5 years.
- Defaulted loan that has been claim paid.
- Chapter 7, 11, or 12 bankruptcies (Chapter 13 is OK) discharged in the past 5 years.
- Foreclosure in the past 5 years.
- Foreclosure proceedings started.
- Deed in lieu of foreclosure in the past 5 years.
- Lease or contract terminated by default.
- Repossession of collateral in the past 5 years.
- Tax lien (county, state, or federal) in the past 5 years.
- Wage garnishment in the past 5 years.
- Voluntary surrender of personal property to avoid repossession in the past 5 years.
- Charge-off/Write-off of Title IV debt in the past 5 years.

Parents will receive an immediate approval or denial of their application upon electronic completion as well as the loan reference number, which is needed if the parent wishes to pursue an endorser. The Walden University Office of Financial Aid will be notified electronically of the credit decision only if the application was completed electronically. Applications are not approved or denied based on the dollar amount requested; therefore, parents should not complete additional applications once a denial is rendered by the Department of Education. Credit decisions are held for 90 days. Once the loan application is denied, the parent must either find an endorser or appeal the credit decision by documenting extenuating circumstances. The Office of Financial Aid has no control over or influence on the credit decision rendered by the Department of Education. Any and all correspondence regarding credit appeals and endorsers must be sent to

the Department of Education. Approval for the Parent PLUS loan is loan specific. It is possible to be approved for one loan and denied at a later date for a new loan.

Denied parents still have two options to obtain the Parent PLUS Loan:

Review their credit report (which can be done for free at <http://www.annualcreditreport.com/>) for possible errors and correct them before appealing directly to the U.S. Department of Education.

Find a creditworthy endorser to co-sign for the loan. This endorser will then be responsible for the loan should the parent default on the loan at any point during the life of the loan.

### *Endorsing a Parent PLUS Loan*

Steps to be taken by the endorser (parent)—These MUST be completed electronically; paper addenda will not be accepted:

Create an FSA ID at <https://fsaid.ed.gov>. Endorsers must log in using their own FSA ID to complete an endorser addendum.

Sign on to <https://studentloans.gov/myDirectLoan/index.action>. This is the website where the endorser electronically co-signs the loan.

Click on "Complete Endorser Addendum" (under \$\$Obtain Aid at bottom of the webpage).

Enter the Endorser Code or an Award Identification Number (provided by student borrower) and follow the instructions.

Accept or reduce the Parent PLUS Loan amount. This will need to be done prior to the record being sent for certification.

### *Disbursement*

Usually done in three equal amounts at the beginning of each semester/quarter and sent directly to the university. A federal loan fee may be deducted from the proceeds.

### *Repayment*

Federal Direct Parent 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 (minimum is based on term of the loan, but at least \$50 per month) for a portion of the repayment term.

## **Annual Loan Limits vs. Lifetime Aggregate Loan Limits**

### *Annual Loan Limits*

The federal government limits the total and annual amount of Federal Direct Loan(s) that students can borrow. Walden University defines its annual award year as three quarters or three semesters for course-based programs. For Tempo Learning Programs, the annual borrowing limit is based on the minimum weeks and semester equivalencies in the program's financial aid

academic year and students cannot borrow a new annual loan limit until both requirements are met. Walden defines the academic year for the Tempo Learning® master's program as 52 weeks and 16.5 semester credit equivalencies and 52 weeks and 15 credits for Tempo Learning® certificate programs. Students cannot exceed the annual Direct Loan maximums in the award year. Loans borrowed at a prior institution can impact the student's eligibility at Walden. The Office of Financial Aid may ask students to provide additional information about prior loans in order to process new loans at Walden.

### *Federal Direct Subsidized Loans*

Undergraduate annual borrowing ranges from \$3,500 to \$5,500 depending on year in school and EFC.

	<b>Dependent</b> Undergraduate Student	<b>Independent</b> Undergraduate Student
<b>Year 1*</b> (0–44 cr.)	\$5,500—Up to \$3,500 of this amount may be in subsidized loans.	\$9,500—Up to \$3,500 of this amount may be in subsidized loans.
<b>Year 2*</b> (45–89 cr.)	\$6,500—Up to \$4,500 of this amount may be in subsidized loans.	\$10,500—Up to \$4,500 of this amount may be in subsidized loans.
<b>Years 3–4*</b> (90+ cr.)	\$7,500—Up to \$5,500 of this amount may be in subsidized loans.	\$12,500—Up to \$5,500 of this amount may be in subsidized loans.
<b>Lifetime Maximum Total Debt from Stafford and Direct Loans (in each status)</b>	\$31,000—Only \$23,000 of this amount may be in subsidized loans.	\$57,500—Only \$23,000 of this amount may be in subsidized loans.

<b>Time frame</b>	Graduate (Master's, EdS, Doctoral, Post-Doctoral, Graduate Certificate) Students	<b>Teacher Preparation</b> Students or <b>Endorsement</b> Students Who Do Not Choose the MS Degree Option	Students Enrolled in <b>Preparatory Courses</b> for the <b>Master of Science in Nursing (MSN)</b>
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		Dependent Students	Independent Students	Dependent Students	Independent Students
<b>Per Academic Year</b>	\$20,500	\$7,500—Up to \$5,500 of this amount may be in subsidized loans.  <b>Note:</b> Students are eligible for this loan for one consecutive 12-month period.	\$12,500—Up to \$5,500 of this amount may be in subsidized loans.  <b>Note:</b> Students are eligible for this loan for one consecutive 12-month period.	\$7,500—Up to \$5,500 of this amount may be in subsidized loans.  <b>Note:</b> Students are eligible for this loan for one consecutive 12-month period.	\$12,500  <b>Note:</b> Students are eligible for this loan for one consecutive 12-month period.
<b>Lifetime Maximum Total Debt From Direct Loans</b>	\$138,500—Only  \$65,500 of this amount may be subsidized loans.  <b>Note:</b> The graduate debt limit includes Stafford 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.

Credit Check Required?	Federal Loans	Private Loans
Credit Score or Debt-to-Income Considered?	Direct Loan: No PLUS/GradPLUS: Yes (limited)	Yes
	Direct Loan: No PLUS/GradPLUS: Yes	Yes
Co-Signer Required?	Direct Loan: No	Usually yes

	PLUS/GradPLUS: Usually no	
Deferment Options	Several options	Depends on Lender
Grace Period	Direct Loan: 6 months	Depends on Lender
Interest Rates*	<p>Undergraduate—The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2017 through June 30, 2018 are fixed at 4.45%.</p> <p>The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2018 through June 30, 2019 are fixed at 5.05%.</p> <p>The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2017 through June 30, 2018 are fixed at 6.00%.</p> <p>The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2018 through June 30, 2019 are fixed at 6.60%.</p> <p>The interest rate for Direct PLUS Loans (Parent and Grad/Prof Student) disbursed on or after July 1, 2017 through June 30, 2018 is fixed at 7.00%, with interest beginning to accrue upon disbursement.</p> <p>The interest rate for Direct PLUS Loans (Parent and Grad/Prof Student) loans disbursed on or after July 1, 2018 through June 30, 2019 is fixed at 7.60%, with interest beginning to accrue upon disbursement.</p>	Usually variable
Loan Fees*	<p>Both the subsidized and the unsubsidized Direct Loans disbursed on or after October 1, 2017 and before October 1, 2018 have a 1.066% loan fee.</p> <p>Both the subsidized and the unsubsidized Direct Loans disbursed on or after October 1, 2018 and before October 1, 2019 have a 1.062% origination fee.</p> <p>Federal Direct PLUS Loans (Parent and Grad/Prof Student) loans disbursed on or after October 1, 2017 and before October 1, 2018 have a 4.264% loan fee.</p> <p>Federal Direct PLUS/Graduate PLUS loans disbursed on or after October 1, 2018 and before October 1, 2019 have a 4.248% origination fee.</p>	

Flexible Repayment Options	Many options available	Generally none
Loan Forgiveness Options	Several options available	Generally none
Penalties for Early Repayment	None	Depends on lender
<i>*Rates adjust annually</i>		

### **Federal Direct Graduate PLUS Loans**

Federal Direct Graduate PLUS loans are available to graduate students enrolled at least half time who do not have an adverse credit history. Students may borrow up to the cost of attendance minus any other aid. The total education cost may include tuition, living allowance, books and supplies, and transportation. Graduate students must use their Direct Unsubsidized loan eligibility prior to applying for a Direct Graduate Plus Loan.

The interest rate for Graduate PLUS loans disbursed on or after **July 1, 2017 through June 30, 2018** is fixed at 7.00%, with interest beginning to accrue upon disbursement.

Federal Direct Graduate PLUS loans disbursed on or after **July 1, 2018 through June 30, 2019** have an interest rate fixed at 7.60%, with interest beginning to accrue upon disbursement.

Federal Direct Graduate PLUS loans first disbursed **on or after October 1, 2017 and before October 1, 2018** have a 4.264% loan fee. Federal Direct Graduate PLUS loans first disbursed **on or after October 1, 2018 and before October 1, 2019** have a 4.248% loan fee.

Loan fees are retained by the federal government to reduce the cost of supporting these low interest loans.

### **Process**

If one has not been submitted for the current year, the student completes the Free Application for Federal Student Aid (FAFSA) online at <https://studentaid.ed.gov/sa/fafsa>.

The student completes the Direct Graduate PLUS Loan Request, Direct Graduate PLUS Master Promissory Note (MPN), and Graduate Level Direct Loan Entrance Counseling. All forms are available online at <https://studentloans.gov/myDirectLoan/index.action>. The Office of Financial Aid receives the Approved/Endorsed Graduate PLUS Loan

Record and the Direct Graduate PLUS MPN from the U.S. Department of Education (ED) and adds the Graduate PLUS award to *myFinAid*.

The student goes to *myFinAid* to accept, reduce, or decline the Graduate PLUS award amount.

If student is registered and all official transcripts are on file with the Office of Admissions, the Office of Financial Aid sends a Direct Graduate PLUS Loan origination record to ED.

## Decisions

The U.S. Department of Education is responsible for all Graduate PLUS Loan credit decisions. Graduate PLUS Loan borrowers are required to pass a simplified credit check, meaning that the U.S. Department of Education is not looking for a certain credit score or for an extensive credit history, but simply the absence of an adverse credit history. Students can view the status of their application by logging in to <https://studentloans.gov/myDirectLoan/index.action> or by calling Federal Direct Loans at 1-800-557-7394. Effective March 29, 2015 credit decisions are held for 180 days.

The following will cause a Graduate PLUS Loan to be denied:

- A current delinquency of 90 days or more; this includes unpaid collection accounts and charge offs.

- Default in the past 5 years.

- Defaulted loan that has been claim paid.

- Chapter 7, 11, or 12 bankruptcy (Chapter 13 is OK) in the past 5 years.

- Discharge in the past 5 years.

- Foreclosure in the past 5 years.

- Foreclosure proceedings started.

- Deed in lieu of foreclosure.

- Lease or contract terminated by default.

- Repossession in the past 5 years.

- Tax lien (county, state, or federal) in the past 5 years.

- Wage garnishment in the past 5 years.

- Voluntary surrender in the past 5 years.

- Write-off of Title IV debt in the past 5 years.

You will receive an immediate response of an approved or denied application upon electronic completion as well as the loan reference number, which is needed if you wish to pursue an endorser. The Walden University Office of Financial Aid will be notified electronically of the credit decision only if the application was completed electronically. Applications are not approved or denied based on the dollar amount requested; therefore, students should NOT complete additional applications once a denied decision is rendered by the Department of Education. Approval for the Graduate Plus loan is specific to the individual loan. It is possible to be approved for one loan and denied at a later date for a new loan. Effective March 29th, 2015, credit decisions are held for 180 days. Once the loan application is denied, you must either find an endorser or appeal the credit decision.

The Office of Financial Aid has no control or influence on the credit decision rendered by the U.S. Department of Education. Any and all correspondence regarding credit appeals and endorsers must be sent to the U.S. Department of Education.

Denied students still have two options to obtain the Graduate PLUS Loan:

Review your credit report (which can be done for free at <http://www.annualcreditreport.com/>) for possible errors and correct them before appealing directly to the U.S. Department of Education.

Find a creditworthy endorser to co-sign the loan. This endorser will then be responsible for the loan should you default on the loan at any point during the life of the loan.

## **Endorsing a Graduate PLUS Loan**

Steps to be taken by the endorser—These **MUST** be completed electronically; paper addenda will not be accepted:

Sign up for a Federal Student Aid (FSA) ID at <https://fsaid.ed.gov/npas/index.htm>. A FSA ID is required to electronically sign the endorser addendum.

Sign onto <https://studentloans.gov/myDirectLoan/index.action>. This is the website where you electronically co-sign the loan.

Click on "Endorse Direct PLUS Loan" (fourth link down, in the center of the page).

Enter Loan Reference Number (provided by student borrower) and follow the instructions.

**You will need to accept or reduce the Graduate PLUS Loan amount prior to the record being sent for certification.**

## ***Federal Direct Parent Loans for Undergraduate Students (PLUS) Loans***

Federal PLUS Loans are available to all parents 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.

Federal Direct Parent PLUS loans disbursed on or after July 1, 2017 through June 30, 2018 have a fixed interest rate at 7.00%, with interest beginning to accrue upon disbursement until it is repaid in full.

Federal Direct Parent PLUS loans disbursed on or after July 1, 2018 through June 30, 2019 have a fixed interest rate at 7.60%, with interest beginning to accrue upon disbursement until it is repaid in full.

Federal Direct Parent PLUS loans first disbursed on or after October 1, 2017 and before October 1, 2018 have a 4.264% loan fee. Federal Direct Parent PLUS loans first disbursed on or after October 1, 2018 and before October 1, 2019 have a 4.248% loan fee.

The loan fee is retained by the federal government to reduce the cost of supporting these low interest loans.

Federal Direct Parent 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 (the minimum amount is based on the term of the loan and must be at least \$50 per month) for a portion of the repayment term.

## Process

The student completes the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.ed.gov/sa/fafsa> if one has not been submitted for the current year.

The parent completes the Parent PLUS Loan Request and Parent PLUS Master Promissory Note (MPN), and the student completes undergraduate-level Direct Loan Entrance Counseling. All forms are available online at <https://studentloans.gov/myDirectLoan/index.action>.

The Office of Financial Aid receives the Direct Parent PLUS MPN and the approved/endorsed Parent PLUS Loan Record from the U.S. Department of Education (ED) and adds the Parent PLUS award to *myFinAid*.

The student goes to *myFinAid* to accept, reduce, or decline the Parent PLUS award amount. If the student is registered and all official transcripts are on file with the Office of Admissions, the Office of Financial Aid sends a Direct Parent PLUS Loan origination record to ED.

## Decisions

The Department of Education is responsible for all Parent PLUS loan credit decisions. Parent PLUS loan borrowers are required to pass a simplified credit check, meaning that the U.S. Department of Education is not looking for a certain credit score or for an extensive credit history but simply the absence of an adverse credit history. Students can view the status of their parents' application by logging in to <https://studentloans.gov/myDirectLoan/index.action> or by calling Federal Direct Loans at 1-800-557-7394. Effective March 29, 2015 credit decisions remain valid for 180 days.

The following will cause a Parent PLUS Loan to be denied:

- A current delinquency of 90 days or more; this includes unpaid collection accounts and charge-offs.

- Default in the past 5 years.

- Defaulted loan that has been claim paid.

- Chapter 7, 11, or 12 bankruptcy (Chapter 13 is OK) in the past 5 years.

- Discharge in the past 5 years.

- Foreclosure in the past 5 years.

- Foreclosure proceedings started.

- Deed in lieu of foreclosure.

- Lease or contract terminated by default.

- Repossession in the past 5 years.

- Tax lien (county, state, or federal) in the past 5 years.

Wage garnishment in the past 5 years.

Voluntary surrender in the past 5 years.

Write-off of Title IV debt in the past 5 years.

Parents will receive an immediate approval or denial of their application upon electronic completion as well as the loan reference number, which is needed if the parent wishes to pursue an endorser. The Walden University Office of Financial Aid will be notified electronically of the credit decision only if the application was completed electronically. Applications are not approved or denied based on the dollar amount requested; therefore, parents should not complete additional applications once a denial is rendered by the Department of Education. Effective March 29th, 2015 credit decisions are held for 180 days. Once the loan application is denied, the parent must either find an endorser or appeal the credit decision.

The Office of Financial Aid has no control over or influence on the credit decision rendered by the Department of Education. Any and all correspondence regarding credit appeals and endorsers must be sent to the Department of Education.

Approval for the Parent PLUS loan is loan specific. It is possible to be approved for one loan and denied at a later date for a new loan. Denied parents still have two options to obtain the Parent PLUS Loan:

Review their credit report (which can be done for free at <http://www.annualcreditreport.com/>) for possible errors and correct them before appealing directly to the Department of Education.

Find a credit-worthy endorser to co-sign for the loan. This endorser will then be responsible for the loan should the parent default on it at any point during the life of the loan.

## **Endorsing a Parent PLUS Loan**

Steps to be taken by the endorser (parent)—These **MUST** be completed electronically; paper addenda will not be accepted:

Sign up for a Federal Student Aid (FSA) ID at <https://fsaid.ed.gov/npas/index.htm>. A FSA ID is required to electronically sign the endorser addendum.

Sign on to <https://studentloans.gov/myDirectLoan/index.action>. This is the website where the endorser electronically co-signs the loan.

Click on "Endorse Direct PLUS Loan" (fourth link down, in the center of the page).

Enter the Loan Reference Number (provided by parent borrower) and follow the instructions.

Accept or reduce the Parent PLUS Loan amount. This will need to be done prior to the record being sent for certification.

## **Disbursement**

Disbursement of funds is usually done in three equal amounts at the beginning of each semester/quarter and sent directly to the university. A federal loan fee may be deducted from the proceeds.

## **Repayment**

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 (minimum is based on term of the loan, but at least \$50 per month) for a portion of the repayment term.

## **Federal Pell Grants**

Federal Pell Grants are generally awarded to **undergraduate** students who have not yet earned a bachelor's or professional degree. The amount of Federal Pell Grant funds you may receive over your lifetime is limited by federal law to be the equivalent of 6 years (12 semesters) of Pell Grant funding. Since the maximum amount of Pell Grant funding you can receive each year is equal to 100%, the 6-year equivalent is 600%. This change affects all students regardless of when or where they received their first Pell Grant. For more information on how lifetime eligibility is calculated, visit the **Calculating Pell Grant Lifetime Eligibility Used**. Students may view their percentage of Pell Grant used by logging on to **National Student Loan Data System**. The "Lifetime Eligibility Used" percentage will be displayed in the "Grants" section under "Pell Grant History." The U.S. Department of Education (DE) determines and keeps track of your Pell Grant Lifetime Eligibility percentage used. The maximum Federal Pell Grant award is \$5,920 for the 2017–2018 award year (July 1, 2017 to June 30, 2018) and \$6,095 for the 2018–2019 award year (July 1, 2018 to June 30, 2019). The amount a student receives depends on his or her expected family contribution (EFC), cost of attendance, how many credits they are enrolled for, and whether they are attending for a full academic year or less. Students may not receive Pell Grant funds from more than one school at a time. A Federal Pell Grant does not have to be repaid, except under certain circumstances.

## **Federal Supplemental Educational Opportunity Grant (FSEOG)**

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students who are enrolled in their first undergraduate program of study and who have exceptional financial need. Funding is extremely limited. Pell Grant recipients with the lowest expected family contributions (EFC) will be considered first for FSEOG until funds are exhausted. Having a low EFC is not a guarantee that a student will receive this grant. Grant amounts are determined by Walden based on availability of funding. Just like a Pell Grant, this grant does not have to be repaid in most circumstances.

## **Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant**

The Federal TEACH Grant program is a non-need-based program that provides grants of up to **\$3,752\*** per year to graduate students enrolled in an eligible program, as defined by Walden University, and who intends to teach full time in high-need subject areas at schools that serve students from low-income families. Recipients of a Federal TEACH Grant must teach for at least 4 years within 8 years of completing the college program for which the Federal TEACH Grant was awarded (if a student ceases enrollment, he or she loses eligibility). Graduate students may receive up to 2 years of grant funding for a total of \$8,000 in lifetime Federal TEACH Grant



awards, assuming the program remains eligible for a Federal TEACH Grant. A student may not receive Federal TEACH Grant payments concurrently from more than one school.

The Federal TEACH Grant is only available to students in one select education program at Walden University. Students enrolled less than full time will have their Federal TEACH Grant award reduced according to a schedule established by the U.S. Department of Education. The amount of the Federal 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 Federal TEACH Grant may reduce the recipient's eligibility for other sources of financial aid. The Federal TEACH Grant cannot be denied if you reach your aggregate maximum on federal loans. This grant is not based on need and does not factor into your aggregate limit on federal loans.

If a student awarded a Federal TEACH Grant either (1) fails to complete the teaching service obligation, (2) ceases enrollment in an eligible program for which the Federal 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 Loan (Direct Unsubsidized Loan), with interest accrued from the date the grant was disbursed.

To maintain satisfactory progress, graduate students need to maintain a 3.0 or higher GPA (some students enrolled in the Teacher Preparation Program with a Master of Arts in Teaching program are required to maintain at least a 3.25 at Walden for a Federal TEACH Grant) and need to meet the 67% completion rate.

*It is the student's responsibility to understand all requirements and rules for the TEACH Grant Program.*

\*Due to sequestration, for any 2018–2019 TEACH Grant first disbursed on or after Oct. 1, 2018, and before Oct. 1, 2019, the maximum award of \$4,000 is reduced by 6.20% (\$248), resulting in a maximum award of \$3,752. To find out more about sequestration go to <https://studentaid.ed.gov/sa/types/grants-scholarships/teach#sequestration>

Please contact [finaid@mail.waldenu.edu](mailto:finaid@mail.waldenu.edu) if you have any questions.

### **Federal Student Aid (FSA) Student Loan Ombudsman**

The Walden Office of Financial Aid is always ready to assist with any questions or concerns regarding student loans. If loan issues cannot be resolved, the FSA Student Loan Ombudsman for student loan issues is available. An ombudsman resolves disputes from a neutral and independent viewpoint. The FSA Student Loan Ombudsman Group will informally research a borrower problem and suggest solutions to resolve the problem. Student borrowers can contact the FSA Student Loan Ombudsman Group via the following:

**Online assistance:** <http://studentaid.gov/repay-loans/disputes/prepare>

**Toll-free telephone:** 1-877-557-2575

**Fax:** 1-606-396-4821

**Mail: U.S. Department of Education  
 FSA Ombudsman Group  
 Box 1843  
 Monticello, KY 42633**

**Enrollment Policy**

- Enrollment Policy for Financial Aid
- Adequate Academic Progress (AAP)
- Satisfactory Academic Progress Standards
- Enrollment Examples
- Terms and Definitions

**Enrollment Policy for Financial Aid**

**Undergraduate Students:** Financial aid is offered based on the assumption that undergraduate students will be enrolled for 9–11 credits per 12-week quarter 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 loans. Undergraduate students enroll in two sequential courses over the 12-week quarter. Students should register for both courses before the start of the 12-week quarter to avoid disbursement delays. *Please note that if both courses are in the second 6 weeks of the quarter, the disbursement will be delayed until day 12 of the course.*

**Graduate Students**

**Course-Based Programs:** Financial aid is offered for most programs based on the assumption that students will be enrolled in at least 6 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.

**Tempo Learning® Programs:** Financial aid is offered based on the assumption that students will agree to at least 4.25 semester credit equivalencies per subscription period.

**Courses or competencies that do not count toward the degree or certificate:** Generally speaking, in order to receive financial aid, students must be taking classes or working on competencies that count toward a degree or certificate offered at Walden. If students are enrolled in courses or competencies that do not count toward their degree or certificate, they cannot be used to determine enrollment status. For additional information, contact the Office of Financial Aid.

**Enrollment Statuses for Financial Aid**

<i>Enrollment Status</i>	<i>Course-Based* Graduate Students (Graduate Certificate, Master's, EdS, Doctoral, Post-Doctoral)</i>	<i>Undergraduate Students</i>	<i>Students Enrolled in Preparatory Courses for the Master of Science in Nursing (MSN)</i>
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Full time	6 credits per term	12 or more credits per term	12 credits per term
Three-quarter time	5 credits per term	9–11 credits per term	9–11 credits per term
Half time	3–4 credits per term	6–8 credits per term	6–8 credits per term
Less than half time	1–2 credits per term	1–5 credits per term	1–5 credits per term

\*All students enrolled in the Tempo Learning® competency-based program are classified as full-time.

### *Adjustments to Financial Aid*

Federal financial aid is awarded based on an estimate of the student's eligibility. The Office of Financial Aid may have to cancel or reduce financial aid before or after disbursement, based on new information that becomes available after the time of awarding or disbursement. Students will be notified by e-mail if an adjustment is made to their financial aid award. Examples of changes that would require adjustments to aid:

Student does not begin attendance in any courses.

Pell recipient does not begin attendance in all courses of the term.

Student withdraws from all courses in the term (officially or unofficially).

Student receives other resources not reported at the time of awarding or disbursement.

Student becomes federally ineligible based on the receipt of updated information from the U.S. Department of Education.

Student does not meet course participation requirements.

Student enrolls in only one course, which may require an adjustment of federal aid. (Most students are awarded based on the assumption of enrollment in two classes per quarter/semester.)

Change of program.

*Note:* In some instances, a federal Return of Title IV (R2T4) calculation will be required. Details may be found in a later section of this document.

### *Confirmation of Return Enrollment After Withdrawal From Part of a Term*

Students who withdraw from a course in the first part of a term and remain registered for a course in the second part of a term will be asked to confirm that they plan to return. Federal rules do not allow Walden to rely on a student's previous registration if he or she withdraws from the first course. If the student indicates that he or she will return, and he or she does not return, a federal Return of Title IV funds calculation will be processed using the earlier withdrawal date.

### *Withdrawal From a Term for Course-Based Programs*

Students withdrawing from any or all courses in the term prior to the completion of 60% of the quarter or semester may find that funds are owed to the university as a result of the required Return to Title IV process (R2T4).

**Students who stop engaging in academically related activities during the term, without officially withdrawing from the courses, are subject to the R2T4 calculation.** In such cases, the last date of academically related activity, as determined by the university, is used as the withdrawal date for the term.

**Please note withdrawal is different from drop.** Dropping is when a student enrolls in a course and decides not to stay enrolled any time before it starts or within the first 7 days. If a student discontinues taking a course after the 7th day, then the student will be considered having withdrawn from that point on. Prior to withdrawing from all courses in the term or ceasing to engage in academically related activities, students should contact the Office of Financial Aid to determine the amount of federal aid that must be returned. Federal student aid may not cover all unpaid charges due to the university upon the student's withdrawal.

### *Withdrawal from Tempo®-Based Programs*

Students who officially withdraw from the Tempo Learning® program will be subject to the return of Title IV funds calculation on a payment period basis. The withdrawal date for students who officially withdraw from the program will be the last date of participation as documented within the learning platform.

Student engagement in the learning platform is continually tracked and monitored on a weekly basis. If a student has failed to demonstrate engagement in the learning platform for thirty (30) consecutive days, the student will be considered an unofficial withdrawal and will be administratively withdrawn from the program.

Every student is required to submit an academic plan by day fourteen (14) of each 3-month subscription period. This submission signifies the start of academic engagement for the period. If a student does not submit an academic plan by day 14, the student is considered an unofficial withdrawal, and the student will be administratively withdrawn from the university.

Students who are administratively withdrawn will be subject to the return of Title IV funds using the last date of participation as the withdrawal date.

### *Leave of Absence for Course-Based Programs*

A student who takes a university-approved leave of absence is considered, for financial aid purposes, to have withdrawn from the school. The Return to Title IV refund calculation applies to both university-approved leaves of absence and withdrawals for recipients of Title IV aid. When a student loan borrower begins a university-approved leave of absence, the student's repayment begins after the grace period is over. Students are advised that once a grace period is utilized, there is no provision for allowing an additional grace period, and students will go into repayment. Students with federal financial aid or federal loan obligations are advised to contact their servicer to ascertain their loan repayment status during the leave of absence.

### *Leave of Absence for Tempo Learning® Programs*

The Tempo Learning® leave of absence (LOA) policy permits students to request 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) for students from their program with a clear intent to return to the program of study. Students who enter into an approved leave of absence (LOA) will not be considered a withdrawal unless they fail to return from leave as scheduled. In such cases, students will be subject to the return of Title IV funds using the last date of participation as the withdrawal date.

Students may be approved for multiple LOAs, but the total of all LOAs may not exceed 180 calendar days in a 12-month period. Students on an approved LOA will not be assessed any additional institutional charges and will not receive federal financial disbursements.

### *Overaward of Federal Aid*

The receipt of additional estimated financial assistance and/or a reduction in the cost of attendance that was not accounted for at the time of initial awarding may cause an overaward of federal funds. (The term "overaward" refers to any estimated aid that exceeds a student's financial need and/or cost of attendance.) Estimated financial assistance includes but is not limited to the following: scholarships, Graduate PLUS Loans, third party payments, and other resources. In such instances, the Office of Financial Aid will correct the overaward by adjusting the federal financial aid. Federal aid may be adjusted by reducing or reallocating funds prior to disbursement or returning funds to federal programs if disbursement has already occurred. The highest cost loans will be reduced before any reduction is made to scholarship or grant awards.

### *Federal Return of Title IV Funds*

Course-based students who withdraw, drop, or do not otherwise complete all of the courses that they are scheduled to attend in the term and Tempo Learning® students who withdraw officially or unofficially, may have disbursed funds returned to the federal government. This includes students who stop engaging in academically related activities in any or all courses or competencies during the term or payment period.

Federal regulations established by the United States Department of Education require the Office of Financial Aid to apply a formula, entitled Return to Title IV (R2T4), to determine the amount of federal financial aid a student has earned up through the last date of academically related activity in any or all courses or competencies during the term or payment period.

Students withdrawing from any course(s) in the term or competencies prior to the completion of the 60% of the quarter/semester or payment period may find that funds are owed to the university as a result of the R2T4.

The following enrollment changes may trigger an R2T4 in Course-Based Programs:

- Withdrawal to zero credits (official withdrawal through the university policy).
- University-approved Leave of Absence during the term.

Lack of engagement in academically related activities for at least 14 consecutive days in the term.

For consecutive enrollment within a term, withdrawal from an earlier course with no confirmation of return in a later course.

For consecutive enrollment within a term, dropping, not attending, or withdrawing from a later course, even after the completion of an earlier course.

For consecutive enrollment, failure to earn a passing grade in the last course in the term, even after passing an earlier course.

Failure to earn a passing grade in all courses attempted in the term.

The following enrollment changes in Tempo Learning® programs that may trigger an R2T4:

Official withdrawal from the program.

Administrative withdrawal due to lack of participation for thirty (30) consecutive days.

Administrative withdrawal for not submitting an academic plan by day fourteen (14) of the subscription period.

Administrative withdrawal for failure to meet the satisfactory academic progress requirements.

Failure to return from a Leave of Absence.

The last date of academically related activity, as determined by the university, is used as the financial aid withdrawal date to determine the completion percentage for R2T4. Students who complete more than 60% of the term or payment period are considered to have earned 100% of the federal financial aid disbursed to them for the term. Students who do not complete more than 60% of the term or payment period will have all or a portion of disbursed funds returned to the federal government.

The withdrawal date for federal financial aid purposes is not the same as the withdrawal date processed by the Registrar to determine tuition adjustments. Federal student aid may not cover all charges due to the university that result from the return of funds upon the student's withdrawal.

Prior to withdrawing, students should contact the Office of Financial Aid to determine if the change will result in a return of funds and to understand the financial options to get back on track for future terms.

### **Adequate Academic Progress (AAP)**

All new undergraduate students\* are conditionally admitted to Walden University until they demonstrate adequate academic progress. Financial aid cannot be disbursed to a Walden student account until the student has met the AAP requirements as set forth in the *Walden University Student Handbook*. Once conditions and all other eligibility requirements have been met, federal financial aid will be disbursed. Disbursements to a new undergraduate student's Walden account can be expected to occur by the close of the 4th week of the term. Students will receive a notice of disbursement. The Office of the Bursar releases refunds to eligible students 14 days after the date of disbursement.

*Please note: should the student not meet the minimum requirements for AAP, his or her financial aid offer will be canceled.*

\*Excludes students in the Bachelor of Science in Nursing (BSN) Completion program.

## Satisfactory Academic Progress Standards

### *Course-Based Satisfactory Academic Progress (SAP) Policy*

Walden University's satisfactory academic progress (SAP) requirements to receive Title IV student financial aid 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 federal financial 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.*

The requirements in this section also apply to Minnesota State Financial Aid Programs.

Satisfactory academic progress is reviewed for all students at the end of a payment period. All grades must be posted to the academic record before the SAP status will be determined. If the student is back in compliance with minimum standards after all grades are posted to the academic record for the payment period, federal aid eligibility will begin with the next payment period.

Students receive written notification to their Walden University e-mail account if they are placed on financial aid warning status. Upon receiving this status, a student has one payment period to return to the standards listed in the following section. If the student does not meet these standards, he or she may appeal for one additional period of financial aid probation. If the appeal is not granted, the student becomes ineligible for federal financial aid.

It is the student's responsibility to know the requirements for meeting satisfactory academic progress. Failure to receive notification will not nullify a student's financial aid status with Walden University. Students considering a decision to withdraw from a class, drop a class, or stop participating in a class should check first with their student success advisor. Such a decision may affect their financial aid status.

### Minimum Standards for Federal Financial Aid

<i>Program Type</i>	<i>Minimum Financial Aid Course Completion Rate (Pace)</i>	<i>Minimum Cumulative Financial Aid GPA</i>	<i>Maximum Time Frame to Receive Federal Aid</i>
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

Stand-Alone Quarter-Based Certificates	67%	3.0	With 1–29 credits, 8 quarters
			With 30–45 credits, 12 quarters
Stand-Alone Semester-Based Certificates	67%	3.0	With 1–19 credits, 6 semesters
			With 20–30 credits, 9 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 financial-aid-completed credits are cumulative for all courses in all programs attempted at Walden.

The following grades adversely impact the course completion rate: *I* (incomplete), *F* (fail), *NC* (no credit), *U* (unsatisfactory), *W* (withdrawal).

Students must meet both the GPA and course completion rate requirements within the defined maximum time frame.

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 and the most recent credits are counted in the completed credits; the credits from all attempts must be counted in the course completion rate and maximum time frame.

The maximum time frame will be reset for students completing a second or further degree at Walden or changing from a non-degree to a degree seeking status.



The maximum time frame will not be reset for students that have earned degrees or certificates "Along the Way" at Walden University.

The maximum timeframe 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.

Courses that adversely impact financial aid academic progress cannot be removed from the academic transcript.

### *Financial Aid Disbursement Process and Requests for Excess Funds for Tempo Learning<sup>®</sup> Programs*

Walden's financial aid academic year for federal student aid in Tempo Learning Programs is defined as 52 weeks and 16.5 semester credit equivalencies for the master's programs and 52 weeks and 15 credits for the certificate programs. The academic year is also the loan period. The academic year is divided into two equal payment periods. The first payment period ends when the student successfully completes half the credit hour equivalencies and half the weeks in the academic year. The second payment period ends when the student completes the remaining credit hour equivalencies and weeks in the financial aid academic year. The loan amount for the academic year is divided equally between the two payment periods. Each payment period is then broken into two disbursements to align with the student's 3-month subscription periods; therefore, most financial aid is disbursed in four equal payments over the award year.

All disbursements require that the student has submitted an academic plan by day 14 of each 3-month subscription period confirming that they will attempt the full time credit equivalency for that period. All disbursements also require the student to meet all federal financial aid eligibility requirements such as Satisfactory Academic Progress. Disbursements at the start of the payment period (with the exception of the first disbursement of the program) require that the student has earned half the semester credit equivalencies and has completed half the weeks in their financial aid academic year. Disbursements at the midpoint of the payment period require that the student has completed half the weeks in the payment period.

This disbursement schedule is designed to align with the student's subscription billing period but it's important to note that a student's pace or transfer from a prior school may result in payment periods and disbursement dates that do not fully align with the subscription billing periods. If a student transfers to Walden with an overlapping enrollment from a prior school or if the student's remaining credit equivalencies at the start of an academic year are less than 16.5 credits, it's possible for the academic year to be shorter than 52 weeks. If so, there may only be one payment period or one disbursement in the payment period. Likewise, the disbursement dates may not align with the subscription billing due dates.

Students in good standing may have any excess balance in their account returned to them to pay for indirect education expenses. Any time financial aid 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 may give permission to have their credit balance refund held on the Walden student account to pay for future subscription charges in the event that the next financial aid disbursement is scheduled well after the start of the next subscription or if the student's pace requires Walden to delay the next disbursement. Credit balance refunds held on the student's Walden account must be released to the student at the end of the loan period.

### *Maximum Time Frame*

Federal financial aid eligibility expires without warning when the student reaches the maximum time frame or if the financial aid academic progress review makes it clear that the student cannot mathematically finish the current program within the maximum time frame.

### *Right to Appeal*

Occasionally, a student's academic progress may be impacted by unusual circumstances that are beyond the student's control. A student may appeal for an extension of financial aid if after a period of financial aid warning the student successfully completes the warning term, or if the student reaches maximum time frame.

In both instances, the student must be able to document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate. Examples of such mitigating circumstances are a death in the immediate family, illness, or other significant life change.

Students may appeal to the Office of Financial Aid no later than 15 calendar days following the end of the financial aid warning period.

Students who wish to appeal must complete the *Financial Aid Academic Progress Appeal* form and provide the Office of Financial Aid with supporting documentation for review. Failure to provide supporting documentation will result in an automatic denial. If the appeal is accepted, the student must meet the requirements outlined in the written approval of the appeal.

A pre-existing condition (a condition or illness that a student had before beginning any Walden University program) is not cause for appeal unless there was an unexpected change in that condition.

Students may not use the same circumstances in a subsequent appeal, although a student may submit an appeal for a future period of difficulty for different mitigating circumstances. Courses that adversely impact financial aid academic progress cannot be removed from the student's academic transcript.

*SAP decisions by the Office of Financial Aid are final.*

## Financial Aid Annual Award Year Definition

Walden defines the annual award year as three 12-week quarters or three 16-week semesters.

### *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 or her program within the maximum time frame.

### *Right to Appeal*

Occasionally, a student's academic progress may be impacted by unusual circumstances that are beyond the student's control. A student may appeal for an extension of academic continuance financial aid after a period of financial aid warning if the student completes at least 4.25 credit equivalencies within the warning term and if the student can document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate. Examples of such mitigating circumstances are a death in the immediate family, illness, or other significant life change. Students may appeal to Tempo Learning Academic Appeal Committee 30 days prior to the end of the financial aid warning period. Students who wish to appeal must complete the *Academic Progress Appeal* form and provide the Academic Appeal Committee with supporting documentation for review. Failure to provide supporting documentation will result in an automatic denial. If the appeal is accepted, the student must meet the requirements outlined in the written approval of the appeal. A pre-existing condition (a condition or illness that a student had before beginning any Walden University program) is not cause for appeal unless there was an unexpected change in that condition. Students may not use the same circumstances in a subsequent appeal, although a student may submit an appeal for a future period of difficulty for different mitigating circumstances.

*SAP decisions by the Academic Appeal Committee are final.*

### *Treatment of Courses and Credits*

**Competency Repetitions:** Because competencies are not time bound, there are no repetitions.

**Drops:** Credit equivalencies dropped before the end of the drop period are not included in the financial aid satisfactory progress calculations.

**Periods With No Financial Aid:** Financial aid progress requirements include all periods of enrollment, including periods in which the student did not receive financial aid.

**Second Program:** The maximum time frame will be reset for students who complete one program or degree at Walden University and begin a subsequent program or degree.

**Transfer Credits:** All transfer credits are considered as both attempted and completed when calculating the minimum credit completion rate and maximum time frame.

**Credit Equivalencies are not tied to specific competencies:** The student agrees to a specific number of competencies in the Customized Learning Plan at the start of a subscription period.

The student may switch the competencies attempted within the subscription period without necessarily changing the overall attempted credit equivalency attempted total.

### *Policy and Definitions*

**Appeal:** Occasionally, a student's academic progress may be impacted by unusual circumstances that are beyond the student's control. A student may appeal for an extension of academic continuance and financial aid if the student completes at least 4.25 credit equivalencies during the warning term and can document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate. See the Right to Appeal section of this policy for details.

**Maximum Time frame:** Federal financial aid eligibility expires without warning when the student reaches the maximum time frame or if the financial aid academic progress review makes it clear that the student cannot mathematically finish the current program within the maximum time frame.

The maximum time frame will be reset for students completing a second or additional 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 includes periods of LOA.

Financial aid eligibility for an academic program ceases as soon as all academic requirements for graduation have been met regardless of maximum time frame standing.

**Minimum Credit Completion Rate (Pace):** A percentage calculated by dividing cumulative successfully completed credit equivalencies by total credit equivalencies attempted. For example, a student who has successfully completed 8.25 credit equivalencies at Walden out of a total of 16.5 attempted credit equivalencies has a course completion rate of 50%. This rate includes credits transferred in to Walden.

**SAP Evaluation Period:** 26-week interval beginning with the start date of the student's first subscription billing period. The first SAP Evaluation Period includes the first and second subscription billing periods, the second includes the third and fourth subscription billing periods and so on.

**Status—Financial Aid Warning:** This status is assigned to a student who fails to make satisfactory academic progress during his or her most recent SAP evaluation period. The student has one SAP evaluation period to be successful and maintain eligibility for academic continuance and financial aid.

**Status—Financial Aid Probation:** This status is assigned to a student who fails to make satisfactory academic progress during his or her SAP evaluation period, fails to successfully return to satisfactory progress during one period of SAP warning, completes a successful appeal for mitigating circumstances, and has eligibility for academic continuance and financial aid reinstated on a probationary basis. Academic probation is assigned for one SAP evaluation period. It may be extended if accompanied by an academic plan.

**Academic Plan:** This status is assigned in order to assist students in returning to compliance by a specified date. The option for extended probation with an academic plan is only available if it is not reasonable to expect the student to achieve successful academic progress during the typical one- evaluation period extension of probation. An academic plan may be a specification of the number of credit equivalencies for specific SAP evaluation periods, and/or requirements for the student to get academic support or to use other academic resources. A student must comply with all aspects of an academic plan in order to retain eligibility for academic continuance and financial aid.

**Withdrawal from the Modality and Loss of Federal Financial Aid Eligibility:** Students who do not come back into compliance with the minimum progress standards by the required time frames will be suspended from federal financial aid eligibility (as applicable) and withdrawn from the Tempo Learning modality. Students given the option to switch to the course-based modality will be subject to review by the financial aid appeals committee to determine if probation may be extended into the course-based modality. Students who enter the course-based modality without federal financial aid must make alternative payment arrangements with the bursar by the appropriate tuition due date. Students may still be eligible for private educational loans if federal aid eligibility is lost.

**Modality Switch:** Students who move from Course Based to Tempo Learning® Programs or Tempo Learning® to Course Based Programs will have their SAP Status as of the new modality (Course Based or Tempo Learning®) start date forwarded until the end of their first SAP evaluation period. This may only happen once without appeal.

#### *Loss of Federal Financial Aid Eligibility*

Students who become ineligible to receive federal financial aid but remain in compliance with the academic progress standards for continuance in their program are not withdrawn from the program, but they must make alternative payment arrangements with the Office of the Bursar by the appropriate tuition due date. Students may still be eligible for private educational loans if federal aid eligibility is lost.

#### *Withdrawal From the Modality and Loss of Federal Financial Aid Eligibility*

Students who do not come back into compliance with the minimum progress standards by the required time frames will be suspended from federal financial aid eligibility (as applicable) and withdrawn from the Tempo Learning modality. Students given the option to switch to the course-based modality will be subject to review by the financial aid appeals committee to determine if probation may be extended into the course-based modality. Students who enter the course-based modality without federal financial aid must make alternative payment arrangements with the bursar by the appropriate tuition due date. Students may still be eligible for private educational loans if federal aid eligibility is lost.

## Enrollment Examples

### *Examples of Title IV Calculations*

#### **Example 1—Course-Based Enrollment in Modules**

Allyssa is an undergraduate student enrolled in the BS in Computer Information Systems program. Her fall term enrollment is from September 2 through November 23. She is enrolled in two back-to-back classes for the term. The first class is from September 2 through October 12. The second class is from October 13 through November 23. Allyssa successfully completes the first class but decides on October 15 to drop her second class.

Allyssa's cost of attendance is as follows:	Cost
Tuition	\$3,100
Fees	\$120
Total	\$3,220
Allyssa's financial aid package consists of:	
Federal Direct Subsidized Loan	\$1,154
Federal Direct Unsubsidized Loan	\$1,979
Total	\$3,133
Allyssa completed 42 days of the term (September 2 through October 12).	
Walden is required to return to the government the following:	
Federal Direct Subsidized Loan	\$0
Federal Direct Unsubsidized Loan	\$1,567
After Walden refunds the \$1,567 to the government, Allyssa will owe Walden:	\$17

Allyssa received a tuition cancellation of \$1,550 for dropping the class. After funds were returned to reduce her federal student loan, she had a balance of \$17.

#### **Example 2—Course-Based—Failing All Classes or the Last Class**

Fred is a master's degree student. His fall term is from September 2 through November 23. He is enrolled in two classes for the fall. The first class is from September 2 through October 12 and the second class begins September 6 and ends on November 23. Fred receives an *F* in both classes. The latest day that Fred actively participated in either class was September 18.

Fred's cost of attendance is as follows:	Cost
Tuition	\$3,100
Fees	\$120
Total	\$3,220
Fred's financial aid package consists of:	Cost
Federal Direct Unsubsidized Loan	\$6,800
Total	\$6,800

**Fred completed 17 days of the term (September 2 through September 18).**

Walden is required to return to the government the following:	
Federal Direct Unsubsidized Loan	\$2,570
After Walden returns the \$2,570 to the government, Fred owes Walden:	\$2,570

A bursar hold is placed on Fred's account at the time the funds are returned to the government, which prevents Fred from registering for any additional classes and from receiving transcripts until he repays Walden what he owes.

### **Example 3—Course-Based—Withdrawal From Term**

Susie is a doctoral degree student in public policy. Her quarter term begins on December 1 and ends on February 22. On January 11, she stops participating while trying to decide if she will drop her classes. Susie makes the decision to drop all classes on January 15, but her last day of participation is January 11 (42 days into the term).

Susie's cost of attendance is as follows:	Cost
Tuition	\$4,550
Fees	\$160
Total	\$4,710
Susie's financial aid package consists of:	Cost
Federal Direct Unsubsidized Loan	\$6,800
Total	\$6,800

As Susie has completed 42 days of her semester, she earned 50% of the \$6,800. According to the federally-mandated calculation, 50% of the unearned portion of her aid, equaling \$3,400, must be returned.

Walden is required to return to the government the following:	Cost
Federal Direct Unsubsidized Loan	\$3,400
After Walden refunds the \$3,400 to the government, Susie will owe Walden:	\$1,190

Susie is not eligible to receive a tuition refund because she dropped her classes after the refund period. A bursar hold is placed on Susie's account at the time the funds are returned to the government, which prevents Susie from registering for any additional classes and from receiving transcripts until she repays Walden what she owes.

#### **Example 4— Course-Based—Participation for More Than 60% of the Term**

Ernie is a master's degree student in the teaching program. His semester begins January 5 and ends April 26. On March 13 (68 days into the term), Ernie accepts a full-time job and drops his classes. Ernie did participate on the last day that he was enrolled.

Ernie's cost of attendance is as follows:	Cost
Tuition	\$3,300
Fees	\$120
Total	\$3,420

His financial aid package consists of:	Cost
Federal Direct Unsubsidized Loan	\$6,800
Total	\$6,800

Based on Ernie's participation (61% of the term), he has "earned" all of his financial aid for the term and will not have to return any funds.

#### **Example 5 Tempo Learning<sup>®</sup> —Participation in a Payment Period for More Than 60% of the Term**

Sam is a graduate student enrolled in the MS in Early Childhood Studies program beginning on July 6. His first payment period is from July 6 to January 3. He is required to complete 26 weeks (182 days) and 8.25 credits to progress to the next payment period. He completes 2.5 credit equivalencies before withdrawing on October 1. Sam's last date of participation was September 30. He attended 87 days in the payment period. To determine the percentage of the payment period completed in Tempo Learning program, federal regulations require Walden to project how long it would have taken Sam to complete the additional 5.75 required credit equivalencies. Walden calculates a credit equivalency completion rate for Sam by dividing the days completed in the payment period by the credit equivalencies completed.

Walden then divides the 5.75 remaining credits in the payment period by the credit equivalency completion rate to project that it would take Sam 199 days to complete the 6 credits and adds 87 days completed for a total of 286 days in the projected payment period. Walden then divides 87



days completed in the payment period by 286 projected total days in the payment period to determine that Sam has completed 30.4% of the payment period. Tuition is calculated using the greater of federal aid used to pay charges and the projected tuition charges of Sam's original payment period of 26 weeks, which is determined by multiplying the number of weeks by a weekly tuition rate.

Sam's cost of attendance is as follows	Cost
Projected Tuition	\$3,000
Sam's financial aid package consists of:	
Federal Direct Unsubsidized Net Loan Amount	\$10,142
Total	\$10,142
Sam completed 30.4% of the term	
Walden calculates the following	
Earned Federal Aid	\$3,083
Unearned Federal	\$1,988
Unearned Tuition Projected Tuition Charges	\$2,088
Amount of Federal Direct Unsubsidized Loan for Walden to Return	\$1,988

The R2T4 calculation requires the school to compare the amount of Unearned Federal Aid to the Unearned Tuition and return the lesser of the two to federal programs. In Sam's case, the R2T4 formula requires Walden to return \$1,988 to the federal unsubsidized loan program. Prior to withdrawal, Sam had received half of his federal Direct Unsubsidized Loan Disbursement. The second half of the disbursement was scheduled to disburse after he withdrew. Federal regulations dictate that Sam is no longer eligible for any portion of this disbursement.

## Terms and Definitions

### *Treatment of Courses and Credits*

**Course Repetitions:** Repeated courses for which a grade of "D" or better has already been earned do not count as earned or as completed credits toward the student's completion rate.

**Drops:** Courses dropped before the end of the add/drop period are not included in the financial aid satisfactory progress calculations.

**Incompletes:** Incomplete grades count as credits attempted and not completed, but do not impact GPA.

**Periods With No Financial Aid:** Financial aid progress requirements include all periods of enrollment, including periods in which the student did not receive financial aid.

**Second Program:** The maximum timeframe will be reset for students who complete one program or degree at Walden University and begin a subsequent program or degree.

**Transfer Credits:** All transfer credits are considered as both attempted and completed when calculating the minimum course completion rate and maximum time frame.

**Unsatisfactory Grades:** Unsatisfactory grades count as credits attempted and not completed, but do not impact GPA.

**Withdrawals:** Courses from which students withdraw after the add/drop periods are considered to be attempted but not completed.

### *Policy and Definitions*

**Appeal:** Occasionally, a student's academic progress may be impacted by unusual circumstances that are beyond the student's control. A student may appeal for an extension of financial aid if the student successfully completes the warning term and can document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate. See the Right to Appeal section of this policy for details.

**Maximum Time Frame:** Federal financial aid eligibility expires without warning when the student reaches the maximum time frame or if the financial aid academic progress review makes it clear that the student cannot mathematically finish the current program within the maximum time frame.

The maximum time frame will be reset for students completing a second or additional 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 nonenrollment and quarters/semesters in which all courses are dropped before the start of the term or during the drop period.

Financial aid eligibility for an academic program ceases as soon as all academic requirements for graduation have been met regardless of maximum time frame standing.

**Minimum Course Completion Rate (Pace):** A percentage calculated by dividing cumulative successfully completed credits by total credits attempted. For example, a student who has successfully completed 27 credits at Walden out of a total of 40 attempted credits has a course completion rate of 67%. This rate includes credits transferred in to Walden.

**Minimum GPA—Cumulative:** The grade point average (GPA) for all coursework pertaining to the current program of study.

**Minimum GPA—Period of Enrollment:** The grade point average (GPA) for all courses attempted during the most recent period of enrollment.

**Period of Enrollment:** One semester or one quarter.

**Status—Financial Aid Warning:** This status is assigned to a student who fails to make satisfactory academic progress during his or her most recent period of enrollment. The student has one period of enrollment to be successful and maintain eligibility for financial aid.

**Status—Financial Aid Probation:** This status is assigned to a student who fails to make satisfactory academic progress during his or her period of enrollment, fails to successfully return to satisfactory progress during one term of financial aid warning, completes a successful appeal for mitigating circumstances, and has eligibility for financial aid reinstated on a probationary basis. Financial aid probation is assigned for one period of enrollment. It may be extended if accompanied by an academic plan.

**Academic Plan:** This status is assigned in order to assist students in returning to compliance by a specified date. The option for extended probation with an academic plan is only available if it is not reasonable to expect the student to achieve successful academic progress during the typical one-term extension of probation. An academic plan may be a course-by-course plan for degree completion, a specification for number of credits and/or grade requirements for particular periods of enrollment, and/or requirements for the student to get academic support or to use other academic resources. A student must comply with all aspects of an academic plan in order to retain eligibility for financial aid.

**Status—Financial Aid Ineligibility:** This status is assigned to a student who failed to be successful during the period of financial aid warning or probation. Students who do not complete a successful appeal, who are not successful during a single-term financial aid probation, or who do not comply with an academic plan for an extended period of financial aid probation will lose all federal financial aid eligibility. A student with financial aid ineligibility status is not eligible for federal financial aid until the student meets all the requirements again. Simply sitting out a term, paying cash, or changing academic programs will not return a student to satisfactory academic progress.

### *Loss of Federal Financial Aid Eligibility*

Students who become ineligible to receive federal financial aid but remain in compliance with the academic progress standards for continuance in their program are not withdrawn from the program, but they must make alternative payment arrangements with the bursar by the appropriate tuition due date. To establish a payment plan students should contact the Office of the Bursar at 1-877-302-5504. Students may still be eligible for private educational loans if federal aid eligibility is lost. For information about private educational loans, students can visit <https://www.waldenu.edu/financial-aid/types/grants-loans/private-loans>.

## **Other Funding Options**

- Resources for Veterans, Dependents, and Military Personnel (Active/Reserve)
- Securing Private Education Loans
- Third-Party Tuition Assistance
- Higher Education Professional Development Program
- Student Employment

## **Resources for Veterans, Dependents, and Military Personnel (Active/Reserve)**

Walden University's academic programs are approved by the Minnesota State Approving Agency for the U.S. Department of Veterans Affairs under the jurisdiction of the St. Louis Regional Processing Center. School Certifying Officials in the Walden Office of Military Services are trained and authorized by the U.S. Department of Veterans Affairs to certify student enrollment in approved academic programs. Enrollment certifications are submitted using VA form 22-1999. The U.S. Department of Veterans Affairs receives, processes, and issues payment after processing VA Form 22-1999.

Students planning to pay tuition by using any type of GI Bill®,\* VA Vocational Rehabilitation and Employment (VR&E), or Federal Tuition Assistance should contact the Walden University Office of Military Services in order to initiate the administrative support that will ensure the prompt availability of these financial resources. The Military Services Office at Walden University can be contacted at: [military@mail.waldenu.edu](mailto:military@mail.waldenu.edu).

## **Refund Policy for Minnesota GI Bill Program (MN OHE GI Bill)**

Minnesota GI Bill (MGIB) financial aid recipients who do not complete the required MGIB period of instruction may not be entitled to keep the full amount of MGIB financial aid disbursed to them.

The following financial resource programs for veterans, current military personnel, and dependents can be used at Walden:

Montgomery GI Bill®--Active Duty (Chapter 30 of Title 38, U.S. Code) Montgomery GI Bill®--CH30

Montgomery GI Bill®--Selected Reserve (Chapter 1606 of Title 10, U.S. Code) Montgomery GI Bill®--Selected Reserve--CH1606

Reserve Educational Assistance Program (REAP) (Chapter 1607 of Title 10, U.S. Code) REAP--CH1607

Post-Vietnam Era Veterans' Educational Assistance Program (VEAP) (Chapter 32 of Title 38, U.S. Code) VEAP--CH32

Dependents' Educational Assistance (DEA) (Chapter 35 of Title 38, U.S. Code) DEA--CH35

Vocational Rehabilitation and Employment Program Service (VR&E) (Chapter 31 of Title 38, U.S. Code) Vocational Rehabilitation and Employment Service

Post-9/11 GI Bill® (Chapter 33 of Title 38, U.S. Code)--The Post-9/11 Veterans Education Assistance Improvements Act of 2010 was signed by the President on January 4, 2011. This act makes changes to the Post-9/11 GI Bill®. More information can be found at: Changes to the Post-9/11 GI Bill®—CH33

Federal Tuition Assistance (FTA) Tuition Assistance Overview

Federal Tuition Assistance Top-Up Tuition Assistance Top-Up

Military Spouse Career Advancement Account (MyCAA) Military Spouse Career Advancement Accounts--Military OneSource

## National Nursing Education Initiative Scholarship (NNEI) Veterans Administration Nursing Scholarships

\*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

### **Securing Private Education Loans**

The university can assist students in securing private education loans through various participating financial institutions. For additional information, students can review the Federal Programs page of this handbook or they may contact a Walden University financial aid representative at 1-800-925-3368 or at [finaid@mail.waldenu.edu](mailto:finaid@mail.waldenu.edu).

### **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 [sponsorships@mail.waldenu.edu](mailto:sponsorships@mail.waldenu.edu). The following information should be included:

- Student's name,
- Student's identification number,
- The term and course(s) being sponsored,
- The amount of tuition the sponsor wishes to pay, and
- The sponsor's billing address and contact person.

### **Higher Education Professional Development Program**

Faculty or staff members at a college or university may be able to benefit from the Higher Education Professional Development Program.

### **Student Employment**

Employment opportunities are available for Walden undergraduate and graduate students as needed by the university's academic programs, cocurricular centers, and service centers. When available, these positions are posted on Walden's careers site at <http://www.waldenu.edu/careers>.

There are two categories of student employment positions at Walden:

Undergraduate Assistant (UGA) positions are open to eligible\* undergraduate students.

Graduate Assistant (GA) positions are open to eligible\* graduate students.

\*Eligibility and hiring criteria vary according to the needs of the hiring academic program, cocurricular center, or service center. At a minimum, students must be in good academic standing with no outstanding holds. Walden provides paid training, including the Family Educational Rights and Privacy Act (FERPA), which all students hired for any UGA or GA position must complete. UGA and GA positions are temporary, not part-time or full-time, positions at the university.

### **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 website under [Scholarships](#).

## **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 [Tuition and Financial Aid](#) section of the Walden website under [Fellowships](#). *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 Quality, 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 P–12 level (prekindergarten 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).

### **Research and Application for Social Change Grant: Social Change Fellows Program**

The Research and Applications for Social Change Grant was established to enable members of the Walden community to make a significant and meaningful change in academic and social communities, both locally and globally. The grant will be awarded to the applicants who submit outstanding proposals that reflect the university's mission to foster social change through research and the education of scholar-practitioners as well as Walden's determination to uniquely effect positive social change worldwide. The Research and Applications for Social Change Grant is one of the mechanisms used to select Walden Social Change Fellows. Consequently, faculty and student recipients of the Research and Applications for Social Change Grant will be members of the Walden Social Change Fellows Program (SCFP). Fellows will be expected to conduct their proposed research and participate in SCFP program activities (as detailed in the SCFP guidelines).

### **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. The Office of Research and Sponsored Programs, in the Center for Research Quality, makes available tools and resources to assist students in identifying external grants to support doctoral research. Student researchers may contact Office of Research and Sponsored Programs ([grants@mail.waldenu.edu](mailto:grants@mail.waldenu.edu)), with questions about determining eligibility and how to apply for external grant opportunities they have identified as possible research funding sources. More information about external funding opportunities can be found at the Walden Research Center website.

Please note that most external research grant funds obtained to support research activities cannot be used for tuition remission.

# Section 6. Academic Progress and Grading Policies

Academic Progress  
Grading

## 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
Undergraduate Certificate in Data Science  <i>*This certificate is currently not available as a standalone offering. Students may complete the certificate requirements by way of program concentration or elective courses to earn this credential as a</i>	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



<i>part of their undergraduate degree program.</i>		
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
BS in Elementary Education	<p>These transition points are specific times when candidates must meet certain teacher preparation program requirements and professional standards set by the Minnesota Board of Teaching in order to be recommended for licensure in Minnesota. In addition, candidates must meet the satisfactory academic progress standards set by Walden University.</p> <p>It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Student Success 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.</p> <p>A full description of the transition points may be found in the <i>Candidate Guidebook</i>.</p> <p><b>Transition Point 1: Conditional Admission</b></p> <p>Admission to the program requires the following:</p> <ul style="list-style-type: none"> <li>Cumulative Walden grade point average (GPA) of 2.5 (this does not include transfer courses)</li> <li>Minimum 45 total credits completion (including transfer and Walden credits)</li> <li>Candidates provide evidence of taking one of the basic skills exams required by the state of Minnesota; if a candidate does not receive a passing score, he or she may retake one of the basic skills exam and must receive a passing score at the time they submit the Application for Demonstration Teaching.</li> </ul> <p><b>Transition Point 2: Official Program Admission</b></p>	2.5 overall /3.0 professional core

Candidates can expect to complete the components of Transition Point 2 during their first six courses of the professional core:

Submit a completed *Preferred Placement* form during EDUC 2400, the first course in the program

Submit a completed *Professional Liability Insurance Verification* form during EDUC 2400

Submit a *Plan of Study* during EDUC 2400, the first professional course in the program; failure to do so will impact the candidate's future registration and will delay a candidate's placement

Submit a timesheet, host teacher evaluation, and updated *Plan of Study* in EDUC 3052, which is the first field experience course

Successfully complete all program course requirements, with any and all Incomplete grades resolved

Maintain a minimum cumulative GPA of 3.0 in all professional core courses; if at any point a candidate's GPA falls below 3.0, the candidate will be placed on academic warning

### **Transition Point 3: Approval for Demonstration Teaching**

Candidates can expect to complete the components of Transition Point 3 by the end of all professional coursework prior to demonstration teaching.

Maintain a cumulative program GPA of 3.0 or above in all professional courses to be approved for demonstration teaching

Submit a completed *Application for Demonstration Teaching* by the appropriate deadline

Successfully complete all program course requirements, with any and all Incomplete grades resolved

Have no unresolved professional disposition concerns

Provide a passing score on one of the basic skills exams at the time of application submission for Demonstration Teaching

Successfully complete the Major Assessments 3, 6, and 7, with a minimum score of 3 on a 4-point scale

Successfully complete the field experience hours, as evidenced by submitted timesheets and host teacher evaluations in all field experience courses

Submit all required host teacher evaluations

Submit evidence of updated *Professional Liability Insurance Verification* form

Submit an updated *Plan of Study* in EDUC 3056

Provide evidence of passing one of the basic skills examinations.

**Transition Point 4: Program Completion**

Candidates complete Transition Point 4 when they successfully complete all program requirements.

- Maintain a cumulative GPA of 3.0 in all professional courses and a Walden cumulative GPA of 2.5
- Successfully complete EDUC 4030 demonstration teaching in Elementary Education and the Demonstration Teaching Evaluation (Major Assessment 4)
- Successfully complete the edTPA (Major Assessment 5)
- Successfully complete the Collaboration Project (Major Assessment 8)
- Have no unresolved professional disposition concerns
- Take and pass the required Minnesota Teacher Licensure Exam (MTLE; Major Assessments 1 and 2):
  - Pedagogy Elementary—Subtests 1 and 2 (test numbers 012 and 013)
  - Content: Elementary—Subtests 1, 2, and 3 (test numbers 191, 192, and 193)
  - \*Passing scores are currently 240 on each subtest

**Note:** These exams are considered program requirements. Candidates seeking initial licensure in a state other than Minnesota may also be required to take and pass a licensure exam(s) required by their state. Candidates may use these test scores if seeking a Minnesota license and/or transferring a Minnesota license to another state, as per each state's requirements.

**Basic Skills Test Options, Registration Information, and Official Score Reports**

<b>Licensure Exam: Basic Skills</b>	<b>Qualifying Score</b>	<b>Important Notes for Walden Teacher Licensure Candidates including Registration Information</b>	<b>Requesting an Official Score Report</b>
<b>Praxis Core</b>	Reading: 168 Math: 162	Candidates from MN should review the Tiered License requirements. The Praxis Core is not an approved basic	At the time you register for

		<p>Writing: 165</p>	<p>skills exam for a Tier Four License in MN.</p> <p><b>Registration Information:</b> <a href="https://www.ets.org/praxis/about/core/">https://www.ets.org/praxis/about/core/</a></p>	<p>the Praxis Core, select Walden University as a score recipient. Walden must receive the scores directly from ETS for the scores to be considered official.</p> <p>If you took the Praxis Core and did not indicate Walden University, you must contact ETS to request</p>	
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				official scores to be sent to Walden University.
<b>ACT Plus Writing</b>	<p><b>For Students Enrolled Feb 2019 or later:</b></p> <p>Reading: 21 Math: 21 Writing: 6</p> <p><b>For Students Enrolled before Feb 2019:</b></p> <p>Composite Score: 22 and Combined English/Writing: 21</p>	<p>The ACT test will not be accepted; only the ACT Plus Writing will be accepted. The ACT Plus Writing was first offered in Feb 2005.</p> <p><b>Registration Information:</b> <a href="https://services.actstudent.org/OA_HTML/actibeCAcdLogin.jsp">https://services.actstudent.org/OA_HTML/actibeCAcdLogin.jsp</a></p> <p>(Please confirm you are registering for the ACT Plus Writing, and not ACT without writing.)</p>	<p>At the time you register for the ACT Plus Writing, select Walden University as a score recipient. Walden's school code is <b>7810</b>. Walden must receive the scores directly from ACT for scores to be considered</p>	

				<p>official.</p> <p>If you did not select Walden University at the time you registered, follow the directions for sending your score to Walden University outlined on the ACT Plus Writing website.</p>
	<p><b>SAT w/essay</b></p>	<p><b>For Students Enrolled Feb 2019 or later:</b></p> <p>Reading + Writing: 543 Math:</p>	<p>The SAT must include a writing component. The writing component was added to the SAT in 2005. Scores for the SAT will not be accepted if the SAT was taken prior to the writing component being added.</p>	<p>At the time you register for the SAT with essay, select Walde</p>

		<p>532 Essay- Writing Dimension: 5</p> <p><i>For Students Enrolled before Feb 2019:</i></p> <p><i>1600 SAT (Taken 03/2016 or after)</i></p> <p>Reading + Writing: 550 Math: 570</p> <p><i>2400 SAT (Taken between 2005 and 03/2016)</i></p> <p>Reading: 510 Writing: 510 Math: 520</p>	<p><b>Registration Information:</b> <a href="https://collegereadiness.collegeboard.org/sat/register">https://collegereadiness.collegeboard.org/sat/register</a></p>	<p>n University as a score recipient. Walden must receive the scores directly from College Board for scores to be considered official.  If you took the test and did not select Walden University at the time you registered for the test, follow the directions for sending your</p>	
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				<p>score to Walden University outlined on the SAT website.</p> <p>If you are requesting a score report for a test you took several years ago, follow the directions for sending your older scores to Walden University outlined on the SAT website.</p>
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	<p><b>GACE Program Admission —for GA candidates</b></p>	<p>Reading: 263 Math: 272 Writing: 262</p>	<p>This exam is most suited for Georgia candidates. The GACE is a Georgia-specific exam and is not accepted in other states.</p> <p><b>Registration Information:</b> <a href="https://gace.ets.org/prepare/materials/700">https://gace.ets.org/prepare/materials/700</a></p>	<p>At the time you register for the GACE, select Walden University as a score recipient. Walden must receive the scores directly from ETS for the scores to be considered official.</p> <p>If you took the GACE and did not indicate Walden University, you must contact ETS</p>	
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			to request official scores to be sent to Walden University.
<b>Exams Previously Accepted</b>			
<b>Licensure Exam: Basic Skills</b>	<b>Qualifying Score</b>	<b>Important Notes for Walden Teacher Licensure Candidates including Registration Information</b>	<b>Requesting an Official Score Report</b>
<b>GRE—</b> <i>accepted if enrolled before Feb 2019</i>	<i>Taken after 8/1/2011</i>  Verbal Reasoning: 150 Analytical Writing: 3 Quantitative Reasoning: 145	<b>Registration Information:</b> <a href="https://www.ets.org/gre/revised_general/register">https://www.ets.org/gre/revised_general/register</a>	Your GRE test score will only be considered valid for 5 years. At the time you register for the GRE or the day

				<p>you take the test, select Walden University as a score recipient.</p> <p>If you did not select Walden University as a score recipient when you took the exam and you took the exam within the past 5 years, you must order an additional score report. Follow the</p>	
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				<p>directions for ordering an additional score report listed on the ETS website.</p> <p>GRE Test scores will not be accepted if the exam was taken more than 5 years ago.</p>
	<p><b>Minnesota NES Essential Academic Skills: Reading, Writing, and Mathematics</b> —<i>accepted if enrolled before Jan 2018</i></p>	<p>Reading: 520 Writing: 520 Math: 520</p> <p>(Scores 400–600)</p>	<p><b>*Scores from this exam are only accepted from students who were enrolled into the program prior to the Spring 2018 start. Students enrolled prior to Spring 2018 are allowed to retake portions of the exam for a passing score.</b></p> <p>The Minnesota NES became available Aug 30, 2016. <b>All Walden candidates who take the NES basic skills exam must take the MN version</b> (not the multi-state version).</p> <p>Passing NES subtest scores can be combined with passing MTLE subtest scores. For example, a passing NES Reading score can be combined with</p>	<p>Score reports are released according to the scheduled posted on the MTLE website.</p>

			<p>passing MTLE Writing and Math scores to meet the MN basic skills testing requirement.</p> <p><b>Registration Information:</b>  <a href="http://www.mtle.nesinc.com/">http://www.mtle.nesinc.com/</a></p>	<p>At the time you register for the Minnesota NES Essential Academic Skills subtests, select Walden University as a score recipient. Walden must receive the scores directly from Pearson for the scores to be considered official.</p> <p>If you took the Minnesota NES</p>	
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				<p>and did not indicate Walden University as a score recipient when you registered for the exam, you must contact Pearson to request your scores in a <b>sealed</b> envelope and have them sent to you. Once you receive the sealed envelope, do not open this envelope and mail</p>	
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				this envelope to Walden University.
	<p><b>MTLE Basic Skills: Reading, Writing, and Mathematics—</b> <i>accepted if enrolled before to Jan 2018</i></p>	<p>240 (reported as scaled score)</p>	<p>Test is no longer being offered as of June 2016. Passing subtest scores will be accepted; passing MTLE subtests may be combined with the Minnesota NES exam.</p>	<p>If you took the MTLE basic skills subtests on or before June 2016, but did not indicate Walden University as a score recipient, you must contact Pearson to request your scores be sent to Walden University. Walden must receive the</p>

				scores directly from Pearson for scores to be considered official.
	<p><b>Praxis I—</b> <i>accepted if enrolled before to Jan 2018</i></p>	<p>Reading: 173 Writing: 172 Math: 171</p>	<p>Must have been passed before 9/1/2010. Walden and Minnesota will not accept Praxis taken after 9/1/2010.</p>	<p>If you took and passed the Praxis I basic skills subtests before 9/1/2010, but did not indicate Walden University as a score recipient, you must contact ETS to request your scores be sent to Walden University.</p>



				<p>sity. Walden must receive the scores directly from ETS for scores to be considered official. You can request an official score report to be sent to Walden University by following the directions on the ETS website.</p>	
Bachelor of Science in Nursing (BSN)	A minimum of 3 courses per year of enrollment				2.0
Graduate Certificate in:	Continuous enrollment expected until the completion of all course requirements				3.0

<p>Adult Learning</p> <p>Advanced Cyber Security</p> <p>Advanced Project Management</p> <p>Applied Project Management</p> <p>Auditing</p> <p>Brand and Product Marketing</p> <p>Business Management</p> <p>College Teaching and Learning</p> <p>Communication</p> <p>Curriculum, Instruction, and Assessment</p> <p>Data Management</p>		
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Developm ental Educati on Digital Market ing Early Childh ood Admini stration , Manag ement, and Leader ship Early Childh ood Advoc acy and Public Policy Elementar y Readin g and Literac y Engaging Cultura lly Divers e Learne rs Enrollment Manag		
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<p>           ement            and            Institut            ional            Market            ing            Fundament            als of            Cyber            Securit            y            Human            Resour            ce            Manag            ement            Higher            Educati            on            Leader            ship            for            Student            Succes            s            Informatio            n            System            s            Instruction            al            Design            Integrating            Techno            logy in            the            Classro            om            (Grade            s K–            12)         </p>		
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Leadership Managerial Accounting Mathematics 5–8 Mathematics K–6 Online Teaching for Adult Educators Professional Development Science, Grades K–8 Special Education Teacher Leadership Teaching Adults English as a Second Language Teaching Adults in the Early Childhood Field		
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<p>Teaching and Diversity in Early Childhood Education</p> <p>Teaching English Language Learners (Grades K–12)</p> <p>Teaching K–12 Students Online</p>		
<p>Master of Arts in Education (MAT) in Special Education (SPED)</p>	<p>These transition points are specific times when candidates must meet certain teacher preparation program requirements and professional standards set by the Minnesota Board of Teaching in order to be recommended for licensure in Minnesota. In addition, candidates must meet the satisfactory academic progress standards set by Walden University.</p> <p>It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Student Success 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.</p>	<p>3.0</p>

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

### **Transition Point 1: Conditional Admission**

Admission to the program requires the following:

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.

Submission of a goal statement that includes why the candidates wants to become a teacher in the chosen area, experience working with children and/or families from diverse populations, academic and work experience, personal qualities, and why they chose Walden.

A minimum GPA of 2.5 on a 4.0 scale or its equivalent in bachelor's degree coursework. Candidates with a 2.30–2.49 cumulative GPA are eligible for conditional admission. These candidates must provide additional information in their application goal statement that includes an explanation of their low GPA, a plan for success, and a rationale for why they should be granted conditional admission to the program. These candidates must meet all requirements of Transition Point 2 before they can continue in their selected programs.

In lieu of research experience, the goal statement must cover the candidate's experience with diversity.

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.

Applicants must have completed at least one college-level course in multicultural and/or global studies. 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 candidates are 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 that they have no applicable courses in their undergraduate program, the prospective candidates will need to take a course in this area prior to being admitted to the program. They may fulfill this course through Walden or a different institution.

Successful completion of at least one college-level course in multicultural and/or global studies.

Candidates who began the program prior to Fall 2017 must provide evidence of taking one of the basic skills exams. Candidates who began the program Fall 2017 or after must pass one of the basic skills exams at the time they submit the Application for Intensive Field Experiences and Demonstration Teaching.

**Basic Skills Test Options, Registration Information, and Official Score Reports**

<b>Licensure Exam: Basic Skills</b>	<b>Qualifying Score</b>	<b>Important Notes for Walden Teacher Licensure Candidates including Registration Information</b>	<b>Requesting an Official Score Report</b>
<b>Praxis Core</b>	Reading: 168 Math: 162 Writing: 165	Candidates from MN should review the Tiered License requirements. The Praxis Core is not an approved basic skills exam for a Tier Four License in MN.  <b>Registration Information:</b> <a href="https://www.ets.org/praxis/about/core/">https://www.ets.org/praxis/about/core/</a>	At the time you register for the Praxis Core, select Walden University as a score recipient. Walden must receive the scores directly from ETS for the scores to be considered official.



				<p>If you took the Praxis Core and did not indicate Walden University, you must contact ETS to request official scores to be sent to Walden University.</p>
		<p><b>For Students Enrolled Feb 2019 or later:</b></p> <p>Reading: 21 Math: 21 Writing: 6</p> <p><b>ACT Plus Writing</b></p> <p><b>For Students Enrolled before Feb 2019:</b></p> <p>Composite Score: 22 and Combined English/</p>	<p>The ACT test will not be accepted; only the ACT plus Writing will be accepted. The ACT Plus Writing was first offered in Feb 2005.</p> <p><b>Registration Information:</b> <a href="https://services.actstudent.org/OA_HTML/actibeCAcdLogin.jsp">https://services.actstudent.org/OA_HTML/actibeCAcdLogin.jsp</a></p> <p>(Please confirm you are registering for the ACT Plus Writing, and not ACT without writing).</p>	<p>At the time you register for the ACT Plus Writing, select Walden University as a score recipient. Walden's school code is <b>7810</b>. Walden must receive the scores directly from ACT for scores to be considered official.</p>

		<p>Writing: 21</p>		<p>If you did not select Walden University at the time you registered, follow the directions for sending your score to Walden University outlined on the ACT Plus Writing website.</p>	
	<p><b>SAT w/essay</b></p>	<p><b>For Students Enrolled Feb 2019 or later:</b></p> <p>Reading + Writing: 543 Math: 532 Essay-Writing Dimension: 5</p> <p><b>For Students Enrolled before Feb 2019:</b></p>	<p>The SAT must include a writing component. The writing component was added to the SAT in 2005. Scores for the SAT will not be accepted if the SAT was taken prior to the writing component being added.</p> <p><b>Registration Information:</b> <a href="https://collegereadiness.collegeboard.org/sat/register">https://collegereadiness.collegeboard.org/sat/register</a></p>	<p>At the time you register for the SAT with essay, select Walden University as a score recipient. Walden must receive the scores directly from College Board for scores to be considered official.</p>	

		<p><i>1600 SAT (Taken 03/2016 or after)</i></p> <p>Reading + Writing: 550 Math: 570</p>		<p>If you took the test and did not select Walden University at the time you registered for the test, follow the directions for sending your score to Walden University outlined on the SAT website.</p>
		<p><i>2400 SAT (Taken between 2005 and 03/2016)</i></p> <p>Reading: 510 Writing: 510 Math: 520</p>		<p>If you are requesting a score report for a test you took several years ago, follow the directions for sending your older scores to Walden University outlined on the SAT website.</p>

	<p><b>GACE Program Admission —for GA candidates</b></p>	<p>Reading: 263 Math: 272 Writing: 262</p>	<p>This exam is most suited for Georgia candidates. The GACE is a Georgia specific exam and is not accepted in other states.</p> <p><b>Registration Information:</b> <a href="https://gace.ets.org/prepare/materials/700">https://gace.ets.org/prepare/materials/700</a></p>	<p>At the time you register for the GACE, select Walden University as a score recipient. Walden must receive the scores directly from ETS for the scores to be considered official.</p> <p>If you took the GACE and did not indicate Walden University, you must contact ETS to request official scores to be sent to Walden University.</p>	
<p><b>Exams Previously Accepted</b></p>					

	<p><b>GRE—</b> <i>accepted if enrolled before Feb 2019</i></p>	<p><i>Taken after 8/1/2011</i></p> <p>Verbal Reasoning: 150</p> <p>Analytical Writing: 3</p> <p>Quantitative Reasoning: 145</p>	<p><b>Registration Information:</b> <a href="https://www.ets.org/gre/revised_general/register">https://www.ets.org/gre/revised_general/register</a></p>	<p>Your GRE test score will only be considered valid for 5 years. At the time you register for the GRE or the day you take the test, select Walden University as a score recipient.</p> <p>If you did not select Walden University as a score recipient when you took the exam and you took the exam within the past five years, you must order an additional score report. Follow the directions for ordering</p>	
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				<p>an additional score report listed on the ETS website.</p> <p>GRE Test scores will not be accepted if the exam was taken more than 5 years ago.</p>
	<p><b>Minnesota NES Essential Academic Skills: Reading, Writing, and Mathematics—</b> <i>accepted if enrolled before Jan 2018</i></p>	<p>Reading: 520 Writing: 520 Math: 520</p> <p>(Scores 400–600)</p>	<p><b>*Scores from this exam are only accepted from students who were enrolled into the program prior to the Spring 2018 start. Students enrolled prior to Spring 2018 are allowed to retake portions of the exam for a passing score.</b></p> <p>The Minnesota NES became available Aug 30, 2016. <b>All Walden candidates who take the NES basic skills exam must take the MN version</b> (not the multi-state version).</p> <p>Passing NES subtest scores can be combined with passing MTLE subtest scores. For example, a passing NES Reading score can be combined with passing MTLE Writing and Math scores to meet the MN basic skills testing requirement.</p> <p><b>Registration Information:</b> <a href="http://www.mtle.nesinc.com/">http://www.mtle.nesinc.com/</a></p>	<p>Score reports are released according to the scheduled posted on the MTLE website.</p> <p>At the time you register for the Minnesota a NES Essential Academic Skills subtests, select Walden University as a score</p>

				<p>recipient. Walden must receive the scores directly from Pearson for the scores to be considered official.</p> <p>If you took the Minnesota NES and did not indicate Walden University as a score recipient when you registered for the exam, you must contact Pearson to request your scores in a <b>sealed</b> envelope and have them sent to you. Once you receive the sealed envelope, do not</p>	
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				open this envelop and mail this envelop to Walden Universit y.
	<p><b>MTLE Basic Skills: Reading, Writing, and Mathematics—</b> <i>accepted if enrolled before to Jan 2018</i></p>	<p>240 (reported as scaled score)</p>	<p>Test is no longer being offered as of June 2016. Passing subtest scores will be accepted; passing MTLE subtests may be combined with the Minnesota NES exam.</p>	<p>If you took the MTLE basic skills subtests on or before June 2016, but did not indicate Walden Universit y as a score recipient, you must contact Pearson to request your scores be sent to Walden Universit y. Walden must receive the scores directly from Pearson for scores to be considere d official.</p>



	<p><b>Praxis I—</b> <i>accepted if enrolled before to Jan 2018</i></p>	<p>Reading: 173 Writing: 172 Math: 171</p>	<p>Must have been passed before 9/1/2010. Walden and Minnesota will not accept Praxis taken after 9/1/2010.</p>	<p>If you took and passed the Praxis I basic skills subtests before 9/1/2010, but did not indicate Walden University as a score recipient, you must contact ETS to request your scores be sent to Walden University. Walden must receive the scores directly from ETS for scores to be considered official. You can request an official score report to be sent to Walden University by following the</p>	
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directions on the ETS website.

*English Language Proficiency*

The main language of instruction at Walden is English; therefore, academic success depends upon a candidate's ability to converse in, write, and understand English. Therefore, candidates who do not meet at least one of the following exemptions will be required to submit a score of an official test of English proficiency (see Table 5 below with minimum scores):

Applicants must possess an associate's degree or higher from an institution in one of the following countries: Australia, Belize, the British Caribbean and British West Indies, Canada (except Quebec), Guyana, Ireland, Liberia, New Zealand, the Philippines, the United Kingdom, or the United States.

The admitting degree is from an institution where the primary language of instruction and evaluation was in English, and for which verification is available through the *International Handbook of Universities*, published and edited by IAU/UNESCO. Additional information may be requested from the applicant's university registrar's office to verify that the instruction was conducted in English.

Table 5. *English Language Proficiency Requirements*

English Proficiency Test	Minimum Required Score
Test of English as a Foreign Language (TOEFL)	paper-based: 550 computer-based: 213 Internet-based: 79
Michigan English Language Assessment Battery (MELAB)	82
Academic Modules of the International English Language Testing System (IELTS)	overall band score: 6.5
Pearson Test of English	53

**Transition Point 2: Official Program Admission**

Candidates can expect to complete the components of Transition Point 2 by the end of their coursework in EDUC 6628 - Individualizing

Education Programs for Learners With Exceptionalities (the first two semesters of the program).

Submit a completed *Preferred Placement* form during EDUC 6605 - Teacher as Lifelong Learner and Professional Educator, the first course in the program.

Submit a completed *Professional Liability Insurance Verification* form during EDUC 6605.

Successfully complete all program course requirements, with any and all Incomplete grades resolved.

Have no unresolved professional disposition concerns.

Maintain a minimum cumulative GPA of 3.0 during the first semester. (Candidates' GPAs will be checked at the end of each semester. If at any point a candidate's GPA falls below 3.0, the candidate will be placed on academic warning. Candidates will have two semesters to raise their GPA to the required level.)

### **Transition Point 3: Approval for Demonstration Teaching**

Candidates can expect to complete the components of Transition Point 3 by the end of their coursework in EDUC 6639 - Instructional Strategies for Learners With Exceptionalities:

Maintain a cumulative program GPA of 3.0 or above to be approved for demonstration teaching.

Pass one of the required basic skills exams (only candidates who started Fall 2017 or later) at time of submission of the *Application for Intensive Field Experiences and Demonstration Teaching*. **Note:** Depending on the start date, this may fall under Transition Point 2.

Submit a completed *Application for Intensive Field Experiences and Demonstration Teaching* by the appropriate deadline.

Candidates who plan to complete intensive field experiences during the spring semester (January–April) must submit the application by May 31 of the preceding year; candidates who plan to complete intensive field experiences during the fall semester (September–December) must submit the application by January 31.

Candidates provide current professional liability insurance.

Successfully complete all program course requirements, with any and all Incomplete grades resolved.

Have no unresolved professional disposition concerns.

Successfully complete the major assessments, with a minimum score of 3 on a 4-point scale.

	<p>Successfully complete the field experience hours, as evidenced by submitted time sheets and host teacher evaluations.</p> <p><b>Note:</b> Candidates who began the program prior to Fall 2017 must provide evidence of taking one of the basic skills exams. Candidates who began the program in Fall 2017 or after must pass one of the basic skills exams at the time they submit the <i>Application for Intensive Field Experiences and Demonstration Teaching</i>. Depending on the start date, this may fall under Transition Point 2.</p> <p><b>Transition Point 4: Program Completion</b></p> <p>Candidates complete Transition Point 4 when they successfully complete all program requirements.</p> <p>Maintain a cumulative program GPA of 3.0.</p> <p>Successfully complete EDUC 6648 Demonstration Teaching and the Demonstration Teaching Evaluation (Major Assessment 4).</p> <p>Successfully complete all course requirements.</p> <p>Successfully complete all the major assessments: edTPA (Major Assessment 5), the Professional Practice Plan (Major Assessment 7), and the Data Based Individualized Instruction (Major Assessment 8), with a minimum score of 3 on a 4-point scale.</p> <p>Have no unresolved professional disposition concerns.</p> <p>Pass the MTLE (Major Assessments 1 and 9).</p> <p style="padding-left: 40px;">Pedagogy: Elementary <b>OR</b> Secondary</p> <p style="padding-left: 40px;">Content: Special Education Core Skills (Birth to Age 21)</p> <p style="padding-left: 80px;">Passing scores are currently 240 on each subtest.</p> <p style="padding-left: 40px;"><b>OR</b> for candidates who started before Fall 2017, pass the Praxis II 5543</p>	
Reading K–12 Endorsement	The university expects students to be continuously enrolled until the completion of all course requirements.	3.0
Post-Baccalaureate Certificate in Instructional Design and Technology with specializations in Instructional Design; Training and	Continuous enrollment expected until the completion of all course requirements	3.0

Performance Improvement; and Online Learning		
<b>Master's programs</b>		
MS in Clinical Psychology	4–8 courses per year of enrollment	3.0
Master of Public Administration Master of Public Policy	3–8 courses per year of enrollment	3.0
Master of Public Health (MPH)	Continuous enrollment expected until the completion of all course requirements Students must earn an <i>A</i> or <i>B</i> grade in PUBH 6005 in order to continue in the program. If students do not earn an <i>A</i> or <i>B</i> in the second attempt at PUBH 6005, they will be academically dismissed from the university.	
MS in Accounting Master of Business Administration (MBA) MS in Career Counseling MS in Clinical	3–6 courses per year of enrollment	3.0

<p>Mental Health Counseling</p> <p>MS in Communication</p> <p>MS in Criminal Justice</p> <p>MS in Criminal Justice Leadership and Executive Management</p> <p>MS in Education with a specialization in Leadership</p> <p>MS in Finance</p> <p>MS in Human Resource Management</p>		
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<p>Master of Information Systems Management (MISM)</p> <p>MS in Information Technology</p> <p>MS in Leadership</p> <p>MS in Management</p> <p>MS in Marketing</p> <p>MS in Marriage, Couple, and Family Counseling</p> <p>MS in Project Management</p>		
<p>MS in Emergency Management</p>	<p>3–8 courses per year of enrollment</p>	

<p>MS in Nonprofit Management and Leadership</p>		
<p>MS in Education</p>	<p>Continuous enrollment expected until the completion of all course requirements</p>	<p>3.0</p>
<p>MS in Education in Education Leadership and Administration (Principal Preparation)</p>	<p><b>Transition Point 1</b></p> <p>Transition Point 1 is completion of the admission process.</p> <p>Admission requires the following:</p> <ul style="list-style-type: none"> <li>A bachelor's degree or higher in a discipline or field related to the program.</li> <li>A minimum cumulative GPA of 2.5 on the transcript that verifies the awarding of the bachelor's degree.</li> <li>For graduates of non-U.S. institutions: verified proficiency in English.</li> <li>At least 1 year of teaching experience and a valid state-issued teaching license or certificate. Candidates should check for the teaching experience required by their state prior to applying for principal licensure or certification.</li> <li>Completed application materials, including a signed acknowledgment of background check, fingerprinting, immunization, and TB guidelines.</li> <li>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.</li> </ul> <p><b>Transition Point 2</b></p> <p>Principal candidates can expect to complete all components of Transition Point 2 by the end of the seventh course.</p> <ul style="list-style-type: none"> <li>Submit the <i>Preferred Placement Site</i> form to the ePortfolio during the first course. <b>Note:</b> An initial field experience conference takes place prior to each field experience setting.</li> <li>Show proof of liability insurance by the second week of the third course. Failure to do so will delay field experience placement.</li> </ul>	



	<p>Complete the first seven academic courses and four field experience courses, with a cumulative GPA of 3.0 or better.</p> <p>Submit to the ePortfolio required major assessments, successfully completed with a minimum score of 3 on a 4-point scale</p> <p><b>Transition Point 3</b></p> <p>Principal candidates can expect to complete all components of Transition Point 3 by the end of the ninth course.</p> <p>Complete the eighth and ninth academic courses and the last two field experience courses, with a cumulative GPA of 3.0 or better.</p> <p>Submit to the ePortfolio required major assessments, successfully completed with a minimum score of 3 on a 4-point scale.</p> <p>Complete 240 hours of field experience across three levels (i.e., elementary, middle or junior high, and high school), including one 160-hour placement and two 40-hour placements.</p> <p>Candidates provide current professional liability insurance</p> <p><b>Transition Point 4</b></p> <p>Principal candidates can expect to complete all components of Transition Point 4 after the final course.</p> <p>Complete the final (10th) course, with a cumulative GPA of 3.0 or better.</p> <p>Submit to the ePortfolio required major assessments, successfully completed with a minimum score of 3 on a 4-point scale.</p> <p>Revise the Individual Learning Plan with updated leadership philosophy, goals, and action plan during the final semester.</p> <p>Pass the School Leaders Licensure Assessment (SLLA) exam (test code 6011 (online)), as administered by the Educational Testing Service (ETS) or the Ohio Assessments for Educators (OAE) exam #015, Educational Leadership. <b>Candidates who started the program prior to January 2016 have the option of taking the SLLA or OAE. Candidates who began the program January 2016 and after must take the OAE.</b></p>	
Post-Master's certificates	Continuous enrollment expected until the completion of all course requirements	3.0
Education Specialist (EdS) in:	Continuous enrollment expected until the completion of all course requirements	

<p>Curriculum, Instruction, and Assessment (Non-Licensure)</p> <p>Early Childhood Education (Non-Licensure)</p> <p>Educational Administration and Leadership (Non-Licensure)</p> <p>Educational Technology (Non-Licensure)</p> <p>Reading, Literacy, and Assessment (Non-</p>		
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<p>Licensure) Special Education (Non-Licensure)</p>	
<p>Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation)</p>	<p><b>Transition Point One: Program Admission</b></p> <p><b>Principal candidates can expect to complete the components of Transition Point One during the admission process.</b></p> <p><b>Admission requires</b></p> <ul style="list-style-type: none"> <li>A master's degree or higher in a discipline or field related to the program.</li> <li>A minimum cumulative GPA of 3.0 on the transcript that verifies the awarding of the master's degree.</li> <li>For graduates of non-U.S. institutions: verified proficiency in English.</li> <li>At least 1 year of teaching experience and a valid state-issued teaching license or certificate. Candidates should check for the teaching experience required by their state prior to applying for principal licensure or certification.</li> <li>Completed application materials, including a signed acknowledgment of background check, fingerprinting, immunization, and tuberculosis (TB) guidelines.</li> <li>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.</li> </ul> <p><b>Transition Point Two: Completed After the Seventh Course</b></p> <p><b>Preparation for Licensure</b></p> <ul style="list-style-type: none"> <li>Field experience <i>Preferred Placement Site</i> form <ul style="list-style-type: none"> <li>Candidates must submit the <i>Preferred Placement Site</i> form to their ePortfolio during their first course.</li> <li><b>Note:</b> An initial field experience conference takes place prior to each field experience setting.</li> </ul> </li> <li>Proof of liability insurance <ul style="list-style-type: none"> <li>Candidates must show proof of liability insurance by the second week of the third course in the</li> </ul> </li> </ul>

program. Failure to do so will delay a candidate's placement.

Selection of Minnesota track or Ohio track

Candidates must select the Minnesota track or Ohio track by the end of the first course in the program. Failure to do so will delay a candidate's placement.

### **Coursework and Major Assessments**

Course completion

Candidates must complete the first seven courses, as well as four field experience courses, with a cumulative GPA of 3.0 or better.

Major assessments

Candidates must submit to the ePortfolio required major assessments with Competency-Based Reflections aligned to the Riley College of Education and Leadership outcomes. Candidates must successfully complete the major assessments with a minimum score of 3 on a 4-point scale.

### **Transition Point Three: Completed After the Ninth Course**

#### **Coursework and Major Assessments**

Course completion

Candidates must complete the first nine courses, as well as their last two field experience courses, with a cumulative GPA of 3.0 or better.

Major assessments

Candidates must submit to the ePortfolio required major assessments with Competency-Based Reflections aligned to the Riley College of Education and Leadership outcomes. Candidates must successfully complete the major assessments with a minimum score of 3 on a 4-point scale.

#### **Candidates provide current professional liability insurance**

#### **Successful Completion of Field Experience Requirements**

Candidates must complete 320 hours across three levels (elementary, middle or junior high, and high school).

One 240-hour placement

Two 40-hour placements

	<p><b>Transition Point Four: Completed After the 10th Course</b> (After candidates have completed all their courses, and passed the School Leaders Licensure Assessment [SLLA] Exam or Ohio Assessment for Educators [OAE] Exam)</p> <p><b>Coursework and Major Assessments</b></p> <p>Course completion Candidates must complete all of their courses with a cumulative GPA of 3.0 or better.</p> <p>Major assessments Candidates must submit to the ePortfolio required major assessments with Competency-Based Reflections aligned to the Riley College of Education and Leadership outcomes. Candidates must successfully complete the major assessments with a minimum score of 3 on a 4-point scale.</p> <p><b>Exit Evaluation</b></p> <p>The candidate and university representatives participate in a conference in which the candidate demonstrates proficiency in the Minnesota competencies or Ohio standards. Additionally, the candidate will revise the Individual Learning Plan with updated leadership philosophy, goals, and action plan during the final semester.</p> <p><b>School Leaders Licensure Assessment (SLLA) or the Ohio Assessments for Educators (OAE) Exam #015, Educational Leadership</b></p> <p>Candidates must pass either exam. <b>Candidates who started the program prior to January 2016 have the option of taking the SLLA or OAE. Candidates who began the program January 2016 and after must take the OAE.</b></p>	
<p>EdD with specializations in:</p> <p>Curriculum, Instruction, and</p>	<p>Continuous enrollment expected until the completion of all course requirements</p>	<p>3.0</p>

<p>Assessment (Non-Licensure)</p> <p>Early Childhood Education (Non-Licensure)</p> <p>Educational Administration and Leadership (Non-Licensure)</p> <p>Educational Technology (Non-Licensure)</p> <p>Reading, Literacy, and Assessment (Non-Licensure)</p> <p>Special Education</p>		
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(Non-Licensure)		
Doctor of Business Administration (DBA)	<p>First course (DDBA 8006) within first semester of enrollment</p> <p>Complete Residency 1 face-to-face as soon as program begins (while taking DDBA 8006 or DDBA 8151): should be taken within 90 days of completing the first course (DDBA 8006)</p> <p>Complete Residency 2 face-to-face just prior to the start or during the first few weeks of DDBA 8991/8803</p> <p>Two residencies required</p> <p>Completion of coursework and doctoral study according to course sequence and individual course requirements</p>	3.0
Doctor of Information Technology (DIT)	<p>Foundation course (ITEC 8000) within first semester of enrollment</p> <p>Complete Residency 1 face-to-face as soon as program begins (while taking ITEC 8000): should be taken within 90 days of completing the first course (ITEC 8000). Residency 1 is required in order to advance into ITEC 8427</p> <p>Complete Residency 2 face-to-face during the Research Methodology courses; Residency 2 is required to advance into ITEC 8201 and subsequent courses</p> <p>Two residencies required</p> <p>Completion of coursework and doctoral study according to course sequence and individual course requirements</p>	3.0
Doctor of Nursing Practice (DNP)	<p>A minimum of 3 courses per year of enrollment</p>	3.0
KAM-based PhD programs (except PhD in Education)	<p>Foundation course (AMDS 8008, HLTH 8008, or HUMN 8008) within first quarter of enrollment</p> <p>Residency 1 within 90 calendar days of completion of Foundation course</p> <p>First KAM within 1 year (4 full quarters) of completion of Foundation course, then one KAM per remaining year of enrollment</p> <p>RSCH 8110 in second quarter of enrollment in program. Prerequisite for RSCH 8110 is successful completion of Foundation course</p> <p>Residency 2 linked to enrollment in or completion of RSCH 8110</p>	3.0

<p>KAM- /Course-based PhD (Mixed- Model) programs (except PhD in Education)</p>	<p>Foundation course (AMDS 8008, HLTH 8008, or PPPA 8008) within first quarter of enrollment Residency 1 within 90 calendar days of completion of Foundation course RSCH 8110 in second quarter of enrollment in program. Prerequisite for RSCH 8110 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 PhD in Health Services' Community Health Promotion and Education specialization, and PhD in Human Services Residency 2 linked to enrollment in or completion of RSCH 8110</p>	<p>3.0</p>
<p>Course-based PhD programs</p>	<p>Foundation course within first quarter of enrollment Residency 1 within 90 calendar days of completion of Foundation course Residency 2 linked to enrollment in or completion of RSCH 8110</p>	<p>3.0</p>
<p>PhD in Education (all specializations )</p>		<p>3.0</p>
<p>Post-Doctoral Bridge Certificates</p>	<p>Continuous enrollment expected until the completion of all course requirements</p>	<p>3.0</p>
<p>Post-Doctoral Certificate in Assessment, Evaluation, and Accountability</p>	<p>The university expects students to be continuously enrolled until the completion of all course requirements.</p>	<p>3.0</p>

**First-Year PhD Academic Benchmarks and Progress Standards**

**KAM-Based PhD Programs**

Academic Progress Benchmark	Timeline
Foundation or first course	Within first quarter of enrollment



Professional Development Plan/program of study	Within first quarter of enrollment
Initial Learning Agreement	Within first quarter of enrollment
Residency 1 requirement	Within 90 calendar days of completion of Foundation course
RSCH 8110 - Research Theory, Design, and Methods (5 cr.)	Within first year (4 full quarters) of enrollment
Initial KAM	Within 1 year (4 full quarters) of completion of Foundation course

#### KAM/Course-Based (Mixed-Model) PhD Programs/Specializations

Academic Progress Benchmark	Timeline
Foundation or first course	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
Residency 1 requirement	Within 90 calendar days of completion of Foundation course
RSCH 8110 - Research Theory, Design, and Methods (5 cr.)	Within first year (4 full quarters) of enrollment
Initial KAM (applies to the PhD in Education, PhD in Health Services' Community Health Promotion and Education specialization, PhD in Human Services, and PhD in Management)	Within 1 year (4 full quarters) of completion of Foundation course

#### Course-Based PhD Programs

Academic Progress Benchmark	Timeline
First course within first quarter of enrollment	Within first quarter of enrollment
Professional Development Plan/program of study	Within first quarter of enrollment

Residency 1 requirement	Within 90 calendar days of completion of first course
Successful completion of 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

All students (undergraduate, graduate, and doctoral) must pass the first course in the curriculum before progressing beyond the second quarter or semester. Any student who fails the first course must repeat it in the next quarter or semester following the failure.\* In cases where an appropriate alternative course is available, students may complete the alternative course in the next quarter or semester following the failure, but must then successfully complete the first course during the subsequent quarter or semester. A student will not be allowed to progress without successfully completing the first course in the curriculum within two quarters or semesters (three with an alternative course) and will be subject to dismissal.

**Note:** Students admitted conditionally must meet the conditions as outlined in their Letter of Admission.

\*MPH students must earn an *A* or *B* before progressing beyond the first course.

### 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 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 **one semester (for semester-based programs) or one quarter (for quarter-based programs) following the term of the dismissal**, at the discretion of the academic unit and the Office of Admissions.

### OneCampus Courses

Courses taken at another institution as part of OneCampus are subject to the same academic progress standards as described above. OneCampus term start and end dates may not align with the terms of the student's home institution so academic progress will be monitored in the term in which the final grade is available for the OneCampus course. OneCampus course grades are calculated into the student's home institution term and cumulative GPA.

### 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*.

## **Doctoral Candidacy**

### **Definition of Doctoral Candidacy**

The status of "doctoral candidate" is defined as an advanced graduate student who has demonstrated mastery of the knowledge of an academic domain or discipline and a readiness to embark on the capstone project.

A Walden University student is considered a doctoral candidate when the following expectations, as prescribed in the Program of Study, have been completed.

Academic Coursework

Core Research Courses

Academic Residencies (except Residency 4 for PhD students)

Prospectus, approved by the Academic Program Director or designee following successful rubric examination, and on record with the Office of Student Research Administration

Other specific requirements stipulated by the academic program

## **Doctoral Writing Assessment**

Students who start, readmit to, or change specializations into doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Exemptions are permitted only for doctoral students who readmit or change specializations at the proposal stage, who already have earned a completed doctoral degree from Walden University or another accredited institution, or who already are contributing faculty or core faculty teaching courses at Walden University. For the doctoral writing assessment, the proposal stage is defined as students having completed academic coursework, including the research sequence of courses, leading up to the dissertation course in their program.

### **Steps to Complete Assessment**

Walden's doctoral writing assessment consists of the following steps:

1. Students complete DRWA 8000G/8001G Doctoral Writing Assessment during the second term of their doctoral program. DRWA 8000G is a free, 0-credit, 4-week course. Students will be enrolled in this course according to the following schedule:

Students who begin their doctoral program on a full-term quarter start will complete DRWA 8000G during their next full-term start.

Students who begin their doctoral program on a full-term semester start will be enrolled in DRWA 8001G during their next midterm start.

Students who begin their doctoral program on a midterm semester start will be enrolled in DRWA 8001G during their next full-term start.

2. Students write and submit their assessment essay in DRWA 8000G/8001G. The assessment essay must be an original paper written in response to the essay prompt in DRWA 8000G/8001G

and uploaded using the academic integrity software in the course to help ensure the essay's originality. The assessment essay is due by the end of Week 2 and is the only assignment in the course.

Students receive their assessment scores in the DRWA 8000G/8001G Gradebook by the end of Week 4. Assessors on the university's writing assessment team assign each assessment essay a score based on the writing skills expected of incoming doctoral students at Walden University.

3. Based on their assessment essay score, students will complete zero, one, or two required writing support courses. Scores are on a scale of 0–5, with 5 indicating the highest possible score. Essay scores determine whether students will complete required writing courses as follows:

Students who do not submit an assessment essay for review will receive a score of 0. Students who submit an assessment essay with evidence of plagiarism as indicated by academic integrity software will receive a score of 99. Students who receive a score of 0 or 99 will complete two required writing courses in sequential order:

Students in quarter-based programs complete CAEX 6055 Graduate Writing I and CAEX 6065 Graduate Writing II.

Students in semester-based programs complete CAEX 6051 Graduate Writing I and CAEX 6061 Graduate Writing II. Starting in April 2019, students in semester-based programs complete CAEX 6056 Graduate Writing I and CAEX 6066 Graduate Writing II.

Students who receive an assessment essay score of 1 or 2 will complete two required writing courses in sequential order:

Students in quarter-based programs complete CAEX 6055 Graduate Writing I and CAEX 6065 Graduate Writing II.

Students in semester-based programs complete CAEX 6051 Graduate Writing I and CAEX 6061 Graduate Writing II. Starting in April 2019, students in semester-based programs complete CAEX 6056 Graduate Writing I and CAEX 6066 Graduate Writing II.

Students who receive an assessment essay score of 3 will complete one required writing course:

Students in quarter-based programs complete CAEX 6065 Graduate Writing II.

Students in semester-based programs complete CAEX 6061 Graduate Writing II. Starting in April 2019, students in semester-based programs complete CAEX 6066 Graduate Writing II.

Students who receive an assessment essay score of 4 or 5 will be recommended (not required) to review instructional materials about scholarly writing on the Walden Writing Center website and may complete CAEX 6070 / CAEX 6071 Graduate Writing III at no cost.

## **Writing Courses**

All required writing courses are designed for students to complete alongside program courses. If students are required to take one or two required writing courses, then:

Students will be enrolled in their first required writing course at the next available course offering after completion of DRWA 8000G/8001G. Students will be enrolled in any

subsequent required writing courses at the next available course offering immediately following.

Graduate Writing I and Graduate Writing II courses start during Week 3 of the term in which the student is enrolled in the course.

Students will be enrolled in required writing courses at no charge with the following exception: Students who receive a *U* (Unsatisfactory) grade during their first attempt in a required writing course must pay to enroll in the same required writing course again.

Students may petition once to delay completion of one required writing course by one term only. If students are required to complete two writing courses, they may not petition to delay both writing courses.

All required writing courses must be satisfactorily completed within 1 year of the end of the term in which students complete DRWA 8000G/8001G. Students who do not satisfactorily complete all required writing courses within this time will be dismissed from the university. The doctoral writing assessment also follows the Walden policies on Repeating a Course, leading to dismissal if a student receives two *U* grades in the Graduate Writing courses.

Upon satisfactory completion of the doctoral writing assessment requirement, students have the option to complete CAEX 6070 / CAEX 6071 Graduate Writing III at no cost. For information about this option or other aspects of the assessment, please contact [writingassessment@mail.waldenu.edu](mailto:writingassessment@mail.waldenu.edu).

Additional information about DRWA 8000G/8001G and the doctoral writing assessment can be found on the Doctoral Writing Assessment website at <http://writingassessment.waldenu.edu>. Students may also e-mail [writingassessment@mail.waldenu.edu](mailto:writingassessment@mail.waldenu.edu) for information.

## **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. The university defines a leave of absence as a temporary break (30–180 calendar days) from academic registration with a clear intent to return to the program of study. Students may take one or more leaves of absence for a total not to exceed 180 days in a 1-year period. This 1-year time frame starts on the first day of an elected leave of absence.

### **Requesting a Leave of Absence**

Students who wish to take a break from their courses for a short period of time should speak with their student success advisor to initiate a written request for a Leave of Absence (LOA). If unforeseen circumstances prevent a student from providing a prior written request, Walden University can document its decision to grant a student's leave of absence request, as long as the written request is received from the student before the end of the withdrawal deadline for the respective term in which the LOA will take effect.

The registrar's office will notify the student, faculty mentor or faculty coach (if applicable), financial aid office, and bursar of the university approval of the leave of absence request. However, a university-approved leave of absence does not qualify a student for a loan payment deferral as it relates to federal financial aid. 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.

A student must be in active and enrolled status in order to have access to all standard university services. While on a leave of absence, the student is not considered to be enrolled in the university and, therefore, will not have access to university library services, but will continue to have access to other services including the MyWalden university portal, university e-mail, and Office 365.

### **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.

### **Reporting Enrollment Status During a Leave of Absence**

Students that are on an institutionally approved leave of absence are reported as *W* to the National Student Clearinghouse as of the date the leave began to signify that the students are not currently enrolled in classes.

### **Returning to the Academic Program Following a Leave of Absence**

Students should notify the Student Success 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 Student Success Advising Team will notify the registrar's office of the student's intent to return. The registrar's office will in turn 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.

## **Failure to Return From Leave of Absence**

Students who fail to return from a leave of absence will be administratively withdrawn from the university as of the date the leave began. Walden will consider the official withdrawal date for a student not returning from a leave of absence to be the date of the original leave of absence request. If this action is taken, the registrar's office will notify the student, student success advisor, financial aid office, and bursar.

## **Reporting Enrollment Status Due to Failure to Return From Leave of Absence**

In accordance with the U.S. Department of Education guidance regarding academic engagement, the last date of academically related engagement, as determined by the university, is used as the withdrawal date for purposes of reporting enrollment status to the National Student Clearinghouse for students who have failed to return from a leave of absence. Please see Financial Aid Programs policies for more information on how withdrawal date may impact Financial Aid eligibility.

## **Determining Federal Financial Aid During Leave of Absence**

The Financial Aid Programs section 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* above).

## **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 Student Success Advising Team to request the MLOA and forward a copy of their military orders to Walden's Military Services Office for authentication. The e-mail address is [military@mail.waldenu.edu](mailto:military@mail.waldenu.edu). Students who have yet to receive orders need to provide a memo from their commanding officer supporting the request for the MLOA. If unforeseen circumstances prevent a student from providing a prior written request, Walden University can document its decision to grant a student's leave of absence request, as long as the written request is received from the student before the end of the withdrawal deadline for the respective term in which the LOA will take effect.

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 above).

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 any of the GI Bills will have their enrollment certifications terminated for the initial term of the leave of absence and any subsequent terms for which leave has been approved.

Once the MLOA is approved by the Student Success Advising Team, with input from the Walden Military Services Office, the request for MLOA is forwarded to the registrar's office for processing. The student will receive a confirmation of approval via e-mail 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.

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.

### **For Iowa National Guard or Reserve Forces Only**

The following additional considerations are made for a student who is a member or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to National Guard duty or federal active duty:

The student may make arrangements with the instructor(s) for course grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration and all tuition and fees intact.

The student may make arrangements with only some instructors for grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration, tuition and fees intact for only those courses in which the student makes arrangements.

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.

A "dependent child" is defined as someone who was claimed by a qualified military person on the qualified military person's internal revenue service tax filing for the previous tax year.

Students may be required to submit additional documentation, as requested by the university, to support the military leave of absence considerations listed above.



## **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 Student Success Advising Team, to be reinstated without penalty, and the Military Services Office, if they wish to reinstate benefits. For students on MLOA, their leave time does not 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 in the *Walden University Student Handbook*.

**For Iowa residents:** The same options apply to a student who is the spouse of a service member described above if the service member has a dependent child.

### **Tuition Reduction Benefit**

Only one tuition-reduction benefit may be applied to tuition at one time.

Students will forfeit any scholarship or tuition reduction they receive if they withdraw from the university or change to another degree program that is not eligible for the scholarship or tuition reduction.

Students on a leave of absence will retain their scholarship or tuition reduction if they return to the university within the time frame listed in the leave of absence policy.

## **Master's Along the Way**

For doctoral programs that support entry by students with a bachelor's degree, those programs may be set up so that a master's degree can be awarded along the way. In such instances, students must complete all requirements of the master's degree in order to be awarded that master's degree. At the discretion of the academic unit, predetermined Capstone equivalents may be an approved option for satisfying the Capstone credit requirement. The master's degree must be conferred prior to the conferral of the doctoral degree.

Although not considered an "along the way" credential, the same expectation exists for those students who choose to seek an educational specialist degree after completing significant credits in the EdD program but who have not completed the EdD program. Students must complete all requirements of the educational specialist degree in order to be awarded that degree.

## **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 in course-based or KAM programs who are requesting a university withdrawal must contact a member of the Student Success Advising Team for to verify that the university has done everything it can to assist them in continuing their studies. Students in Tempo Learning™ programs must contact their academic coaches.

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

## **Official Withdrawal Date**

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

The official withdrawal date is based on the withdrawal request form. The withdrawal date is recorded in the university student records system; it may be different from the independently determined withdrawal date based upon student academic engagement data used for enrollment status reporting and/or for financial aid purposes.

## **Reporting Enrollment Status Due to Official Withdrawal**

In accordance with the U.S. Department of Education guidance regarding academic engagement, the last date of academically related engagement, as determined by the university, is used as the withdrawal date for purposes of reporting enrollment status to the National Student Clearinghouse. Therefore, as the official withdrawal date based on the withdrawal request form and recorded in the university student records system may be different than the last date of academically related engagement, it is the student's responsibility to contact the Student Success Advising Team to request a withdrawal as soon as the student stops attending classes with the intent to officially withdraw from the university. Please see Financial Aid policies for more information on how withdrawal date may impact Financial Aid eligibility.

The date of the withdrawal will be no earlier than the date of the student's written request to the Student Success 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 withdrawal 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**

In accordance with the U.S. Department of Education guidance regarding class participation, Walden University requires that all students submit their required Week 1 assignments within

each course(s) during the first 7 calendar days of the class. The first calendar day of class is the official start date of the course as posted on your myWalden academic page.

**Assignments submitted prior to the official start date will not count toward your participation.**

**Financial Aid cannot be released without class participation as defined above.**

Students who have already taken, and successfully completed, at least **one or more** class(es) with Walden will be dropped **ONLY** from any class(es) in which they are **not participating** if they do not complete their assignments by the end of the 7th day.

Students who **are taking their first class with Walden**, and do not complete their assignments by the end of the 7th day, 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 section 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:

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.

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

Students must discuss with the Student Success Advising Team if this is an appropriate choice.

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.

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.

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

Degree Audit, Completion, and Graduation

Grade Appeal

Grades of Incomplete  
 Grade Point Average  
 KAM Grades and Credit Award  
 Progress Grading  
 Repeating a Course  
 Transcript Requests

## Course Grading Scales

### Undergraduate Grades That Count Toward Credits Attempted

Letter Grade	Point Value	Definition	Criteria
<i>A</i>	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.
<i>B</i>	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.
<i>C</i> <i>C*</i>	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.
<i>D</i>	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.
<i>F</i>	0.0	Fail	Student did not meet the criteria for a passing grade.
<i>S†</i>	0.0	Satisfactory	Student passed the course satisfactorily.†
<i>I</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.
<i>CIP</i>		In Progress	Student is in the process of completing a course.
<i>TR</i>		Transfer	Student transfers in credits from another institution.
<i>U†</i>	0.0	Unsatisfactory	Student did not meet the criteria for an <i>S</i> grade.†
<i>W</i>	0.0	Withdrawal	Student withdrew from a course after the official drop date but prior to the official withdrawal deadline.
<i>XF, XU</i>	0.0	Failed Course Sanction	An academic integrity or Code of Conduct violation was identified and ultimately sanctioned with a course failure during the course drop or withdrawal period or after the withdrawal period.

**Note:** Letter grade *C\** pertains to Accelerate Into Master's (AIM) courses only.

*†Satisfactory/Unsatisfactory grades are limited to the following:*

- Noncredit courses
- Practicum and internship courses
- Fundamental course

### Graduate Grades That Count Toward Credits Attempted

Letter Grade*	Point Value	Definition	Criteria
<i>A</i>	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.
<i>B</i>	3.0	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.
<i>C</i>	2.0	Marginal	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. ( <i>C-</i> will not count for credit.)
<i>F</i>	0.0	Fail	Student did not meet the criteria for a passing grade.

<i>S</i> †	0.0	Satisfactory	Student passed the course satisfactorily.†
<i>I</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.
<i>CIP</i>		In Progress	Student is in the process of completing a course.
<i>TR</i>		Transfer	Student transfers in credits from another institution.
<i>U</i> †	0.0	Unsatisfactory	Student did not meet the criteria for an <i>S</i> grade.†
<i>W</i>	0.0	Withdrawal	Student withdrew from a course after the official drop date but prior to the official withdrawal deadline.
<i>XF, XU</i>	0.0	Failed Course Sanction	An academic integrity or Code of Conduct violation was identified and ultimately sanctioned with a course failure during the course drop or withdrawal period or after the withdrawal period.

†Satisfactory/Unsatisfactory grades are limited to the following:

- Noncredit courses
- Foundations courses
- Foundation Research Sequence seminars and courses
- Practicum and internship courses
- Thesis, ePortfolio, dissertation, and doctoral study courses
- Research Forum
- Residency
- Writing Intensive

### **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 2–5 calendar days per week for attendance purposes. Because of the short length and intensive nature of the 6-week course, 4–5 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.

## **Tempo Learning®**

Students in Tempo programs should refer to the Tempo Learning Addendum.

## **Degree Audit, Completion, and Graduation**

Students are eligible for graduation when they meet the requirements listed in the *Walden University Catalog* in effect when they entered the university, unless a prior request to follow a different catalog was approved. Semester- and quarter-based students are only eligible for conferral at the end of the final academic term for which they were registered.

Students obtaining certificates embedded in a degree must apply to be awarded the certificate and receive confirmation of application from the Graduation Team prior to applying for the degree conferral.

As students approach the final requirements in their program, **it is required that the student submit a *Graduation Application* within the first week of their final academic term.** Students can find the application on the *myWalden* university portal under the "Student Services" tab. Students are responsible for ensuring that all personal information is correct on the graduation application. Students will be charged a fee of \$25 to reissue a corrected diploma or certificate.

Upon receiving the *Graduation Application*, the Office of the Registrar will conduct a preliminary review of the student's record and validate the degree requirements, ensuring that the student is nearing degree completion. Degrees will not be conferred until the Office of the Registrar has completed a final review of the degree audit and has validated that the following requirements have been successfully met:

All grades are posted.

All program requirements are completed.

Required GPA is obtained.

Thesis, dissertation, or doctoral study is submitted, approved by the CAO, and published.

Upon conferral of the degree, the student will receive e-mail confirmation via their Walden e-mail address. The e-mail will provide instructions on requesting an official transcript and attending the commencement ceremony, for those eligible. Please note: Only students earning a degree are eligible to attend the commencement ceremony. Students earning a certificate only are not eligible to attend. Diplomas or certificates will be mailed to the student's address as requested on the *Graduation Application* and will be received approximately 2–4 weeks after the degree conferral has been processed.

The diploma indicates the student's degree and major field of study but not the concentration or specialization. However, the concentration or specialization is indicated on the official transcript. Diplomas are 11" x 14". Certificates are 8½" x 11".

*If a student has an outstanding financial obligation to the university, his or her transcripts and diploma or certificate will not be released, either to the student or to a third party.*

*For questions regarding graduation or diplomas or certificates, please e-mail graduation@mail.waldenu.edu.*



*For questions regarding graduation applications, please e-mail graduationapps@mail.waldenu.edu.*

## **Second Graduate Degree**

The university will not award a graduate degree with the same major or discipline more than once regardless if the original degree was from Walden or a non-related institution. This includes courses taken toward a different specialization within the degree for which a student was previously awarded. For graduate degrees, two degrees are understood to be the same if they are the same degree or contain a majority of the same core or required courses. An award from a previous non-related institution with the same degree name and major or discipline as the one being sought at Walden is presumed to be the same degree. Appeals for exceptions to this policy must demonstrate that the first degree differs significantly in the core or required curricula from the second degree being sought.

This policy does not apply to certificates.

## **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 in the first half of the year are eligible to attend the summer ceremony; students who have their degrees conferred in the second half of the year are eligible to attend the winter ceremony. For exact dates of eligibility and upcoming commencement locations, please find more information on Walden's [Commencement](#) website at [waldenu.edu/experience/commencement](http://waldenu.edu/experience/commencement). Invitations to the ceremony are sent via e-mail to eligible graduates during an open registration period; the student's degree must be conferred to complete the online registration process.

Graduates attending commencement are responsible for purchasing their regalia for the ceremony. All graduates may purchase regalia and graduation merchandise from Jostens by visiting [www.jostens.com/walden](http://www.jostens.com/walden) or calling their dedicated Walden line at 1-800-854-7464.

For more information, students can send an e-mail to [commencement@mail.waldenu.edu](mailto:commencement@mail.waldenu.edu).

## **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 dean or 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 dean or executive director, or designee, who consults the appropriate parties as necessary. The dean or 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 General Education, or designee, may render a decision or appoint a committee to investigate the matter further concerning general education courses. The decision of the dean or executive director or their designees is final and is not subject to appeal. The dean or executive director or their designee notifies the student, instructor, and registrar of that decision.

## **Grades of Incomplete**

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

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% 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 *W* (Withdraw) are nonpunitive and do not figure into the GPA. Withdrawals, however, may be counted toward credits attempted for financial aid academic progress requirements.

RN-MSN students completing undergraduate provisional coursework must also earn a *C* or better in each course and an overall GPA of 3.0.

### **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 *W* (Withdraw) do not figure into the GPA. Withdrawals, 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, catalog versions, or modalities within a program. All courses taken in that program apply toward the student's university program GPA, including any courses taken as part of the OneCampus consortium institutions within the Laureate Network.

All courses attempted while a student is enrolled in a program will contribute to the Program GPA. Walden coursework completed under a previously awarded degree may fulfill program requirements of a future degree; however, these courses will not impact the Program GPA of the new program. That is, any course that counts toward the Program GPA for a completed degree will not count toward the program GPA of a future degree. Certificates are excluded from this rule, whereas Walden courses taken as part of a completed certificate do impact the GPA of any future certificate or degree program which includes those courses already completed as part of the earned certificate.

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.

Prior to August 28, 2017, courses completed under a previously awarded certificate did not impact the Program GPA of a future certificate or degree.

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
<i>A, B, C, D, F</i>	Yes	Yes
<i>S, U</i>	No	Yes
<i>CIP</i>	No	Yes
<i>XF</i>	Yes	Yes
<i>XU</i>	No	Yes
<i>I</i>	No	Yes, temporarily (see Grades of Incomplete section)
<i>W</i>	No	Yes

### **Tempo Learning®**

Students in Tempo programs should refer to the Tempo Learning Addendum.

### **KAM Grades and Credit Award**

Doctoral students in a KAM-based or mixed-model program are continuously registered in a research forum (e.g., SBSF 7100, SBSF 7101/MGMT 9000, EDUC 8800/9001/9002, DISS 9000) 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 the course 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 course grades are transcribed 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 their research forum will be reviewed by the 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 dean, or designee, these students may repeat the KAM demonstration once.

## Progress Grading

Doctoral students at Walden University must complete a variety of courses, some of which are taken multiple times until a specific program requirement is completed (e.g., KAMs, the dissertation or doctoral study). Each term, students are graded on their progress: Satisfactory (*S*) or Unsatisfactory (*U*). Although the expectation is that students will make satisfactory progress, the following policies relate to instances where a student receives more than one "*U*" in these courses, indicating lack of adequate academic progress and possible dismissal.

**SBSF 7100 and EDUC 8800:** Students in KAM-based and some mixed-model programs are enrolled in SBSF 7100 or EDUC 8800 during their entire program, including the quarters when they are working on their dissertation. Students receiving two *consecutive* Unsatisfactory (*U*) grades in SBSF 7100 or EDUC 8800 are viewed as not making satisfactory academic progress. For students with an approved prospectus on file with the Office of Student Research Administration and who are in the process of completing their dissertations, two Unsatisfactory (*U*) grades *at any point* will be viewed as not making satisfactory academic progress. In either instance, the student will be reviewed by the associate dean or designee for approval to continue in the program.

**Doctoral Companions** are courses in which students in course-based and mixed-model programs work on the early stages of the capstone, such as the prospectus, but do not earn academic credit. Students must be enrolled in other doctoral coursework while in a companion course. These courses are exempt from the progress grading policy. Current companions include the following courses:

- DDBA 8100 - Doctoral Study Mentoring
- DDHA 8901 - Research Forum Companion
- EDUC 8081 - Completing the Prospectus
- EDUC 8900 - Dissertation Companion
- ITEC 8100 - Doctoral Study Mentoring
- MGMT 8100 - Dissertation Mentoring
- NURS 8700 - DNP Project Mentoring
- PUBH 8900 - Research Forum Companion

**Capstone Courses** are courses in which students in course-based and some mixed-model programs make progress toward completing their doctoral capstone (i.e., a dissertation, doctoral study, or project study). Students also earn academic credit toward their capstone in these courses, and they remain in the capstone course until completion of the capstone project. Students who receive an unsatisfactory grade in the capstone courses may be required by their program director to engage with specific university student support services, which may result in actions including, but not limited to, enrollment in a student success course. Students receiving two Unsatisfactory (*U*) grades *at any point* will be reviewed by the associate dean (or designee) for approval to continue in the program. Current capstone courses include:

- CRJS 9000 - Dissertation
- COUN 8560 - Dissertation
- DDBA 9000 - Doctoral Study Completion
- DDHA 9100 - DHA Research Capstone

EDDD 8990 - Completing the Doctoral Capstone  
EDUC 8090 - Doctoral Study Intensive  
EDUC 9001 and EDUC 9002 - Dissertation  
HLTH 9001 - Health Services Dissertation  
HLTH 9101 - Dissertation  
HUMN 9001 - Dissertation  
ISPY 9000 - Dissertation  
ITEC 9000 - Doctoral Study Completion  
MGMT 9000 - Dissertation  
NURS 8701 - DNP Project Completion  
NURS 9000 - Dissertation  
PPPA 9000a - Dissertation  
PSYC 9000 - Dissertation  
PUBH 9000 and PUBH 9001 - Dissertation  
PUBH 9100 - Research Forum  
SOCW 8600 - Action Research Project  
SOCW 9000 - Dissertation

## **Repeating a Course**

Students who fail a course may be required to retake that course if it is a requirement for their program or if the failing grade endangers their academic progress. Students may also choose to repeat a course that was passed in order to earn a better grade. Regardless of why the course is being repeated, 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.

In addition, consistent with Walden's policy on **Students' Misuse of Their Own Scholarly Work** in Code of Conduct, assignments submitted for the repeated courses are expected to reflect new approaches and insights into that topic and students may not merely copy and paste substantial sections from one assignment to be submitted again. Any use of prior work is at the discretion of the instructor and prior approval is required before submitting prior work.

## **Undergraduate Students**

Undergraduate students who receive a grade of *D* or lower in a required course may repeat that course.

Undergraduate students may retake a required course only one time. Students who fail a required course twice will be dismissed from the university. A required course is an individual course that must be completed as part of specific university, program, specialization, or concentration requirements and cannot be substituted by other courses in the university. Students will not be dismissed for failing a non-required course twice unless their cumulative GPA falls below acceptable academic standards.

## **Graduate Students**

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.

Graduate students may retake a course only one time. Students who fail a required course twice will be dismissed from the university. A required course is an individual course that must be completed as part of specific university, program, specialization, or concentration requirements and cannot be substituted by other courses in the university. Students will not be dismissed for failing a non-required course twice unless their cumulative GPA falls below acceptable academic standards.

Students who fall into this situation should refer to Gaining Readmission and Readmission After Dismissal for Low GPA or Failing the Same Required Course Twice.

## **Transcript Requests**

Requests for official transcripts must be submitted through Parchment Exchange. The student will need to create an account with Parchment to request his or her official transcript. Once an account is created, the student will follow the steps to have the official transcript sent via mail or electronically. Transcripts are \$15 per copy.

Requests for unofficial transcripts must be submitted through the myWalden University Portal. There is no cost for unofficial transcripts.

Transcript requests are processed daily, however, please allow 5–7 business days for the mailed transcript to be processed, and 1–2 business days for the electronic transcript to be processed. Transcript requests cannot be held for grading or degree conferral.

**Note: Official transcripts cannot be processed or released if there are outstanding financial obligations to the university. This does not apply to unofficial transcripts.**

# Section 7. Learning Modalities and Resources

## Instructional Delivery Models

- Courses

- Knowledge Area Modules (KAM)

## Learning and Research Resources

- Academic Residencies and Requirements

- Doctoral Research Sequence

- Field Experiences

- Final Projects

- Foundational Activities

- Institutional Review Board

- ScholarWorks

- Transition Points

- Other Undergraduate Options

## 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.

These include the following:

- Courses

- Knowledge Area Modules (KAM)

## 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 Student Success Advising Team if they have any questions related to their program of study or if they are experiencing difficulty in the classroom.

## **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.

KAM Assessor Policies

KAM Demonstrations

KAM Dissertation Policies  
KAM Grades and Credit Award  
KAM Learning Agreements  
KAM Policies and Processes  
KAM Registration Policies

## **KAM Assessor Policies**

Members of the faculty serve as assessors for KAM demonstrations. Because the Learning Agreement (LA) 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 assessor for the first KAM undertaken by students.

In programs with more than two KAMs, students are required to have a minimum of two different assessors for their Learning Agreements/KAMs, where possible.

The faculty mentor should assess no more than two of a single student's Learning Agreements/KAMs.

Students are advised to consult with their faculty mentor, specialization coordinator, or other program leadership when choosing assessors for their KAMs.

KAMs V, VI, and VII require assessors affiliated with the student's academic program. To have a faculty member from another program serve as an assessor, students must gain approval from their dean or the dean's designee.

Exceptions to these policies are at the discretion of program leadership.

Learning Agreements and KAMs may be reviewed by the dean (or designee) 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 e-mail attachments and also submits a copy of all documents to the faculty mentor through the "ACADEMIC PROGRESS SUBMISSIONS | CAPSTONE DRAFTS & ACTIVITIES" area of the 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 V, VI, and VII) may also be completed in any order. For subsequent KAM demonstrations, students choose the assessor. When choosing subsequent assessors, students may want to consult their faculty mentor, the specialization coordinator, or other program leadership. These activities will assist students in choosing assessors appropriate for the particular KAM and topic.

## **KAM Demonstrations**

A KAM Demonstration is the entire KAM document, consisting of all components, the References, and any attachments required for the Application. It is referred to as a Demonstration because it serves to demonstrate that the student has accomplished the objectives outlined in the Learning Agreement.

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***

The KAM must be presented in the format indicated by the KAM 6th edition template as found at the KAM website.

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 "ACADEMIC PROGRESS SUBMISSIONS | CAPSTONE DRAFTS & ACTIVITIES" area of the Research Forum (if the assessor is also the student's faculty mentor) or as an e-mail attachment.

An assessor is allowed 10 business days to evaluate a KAM demonstration from the time of its receipt.

If the assessor determines changes are necessary to the KAM demonstration, the assessor electronically returns feedback and questions to the student so that the KAM demonstration can be revised.

Students revise their draft KAM demonstrations as needed and resubmit the KAM demonstrations to their assessor.

At the same time that the final KAM demonstration is submitted, the student must also submit the Learning Agreement.

All final KAM demonstration documents should also be submitted to the Turnitin database via the Turnitin submission process in the Research Forum. All matches (a similarity index greater than 0%) should be examined, ignoring common phrases, block quotations, and references. For all other matches, a focus on the actual content in the paper and not necessarily the source of the match as identified by Turnitin is appropriate.

If the assessor approves the student's KAM demonstration, the assessor submits the rubric and the completed KAM indicating approval via the the KAM e-mail account at kamhelp@mail.waldenu.edu. A copy of the approval is sent to the assessor, the faculty mentor, and the student.

KAM demonstrations not meeting minimum university guidelines as found in the rubric and *A Guide to the Knowledge Area Modules* may be returned to the assessor for further review and revision.

## ***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 e-mail within 14 calendar days. Students are encouraged to check with Student Success Advising to verify that KAM credit has been applied to their transcript and degree audit.

## **KAM Dissertation Policies**

### ***KAM Completion Required Before Beginning Dissertation***

This policy is intended for PhD students for whom Knowledge Area Modules (KAMs) are part of their required program.

Submitting the prospectus and having it formally approved by the chair and program leadership is the first official approval step in starting the dissertation. Submitting a prospectus to the chair and assembling a dissertation committee requires successful completion of the following.

All academic coursework and knowledge area modules (KAMs) in a student's program of study (POS).

All core research training experiences in a student's POS, including all research courses (except the advanced research course for PhD students) and any prospectus development and companion courses.

In addition, two of the four PhD residencies are strongly recommended.

## **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 complete the core KAMs in any order, and may complete the advanced or specialized KAMs in any order after completing all core KAMs or courses (for mixed-model students).

Students begin their work on a KAM by developing a Learning Agreement for that KAM and submitting it to the KAM assessor.

The Learning Agreement must be presented in the format indicated by the Learning Agreement template as found at the KAM website.

Students may have up to 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 submit their Learning Agreements electronically as Word documents to their assessors via the "ACADEMIC PROGRESS SUBMISSIONS | CAPSTONE DRAFTS & ACTIVITIES" area of the Research Forum and via an e-mail attachment if the KAM assessor is not the student's faculty mentor.

## **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 feedback comments and questions to the student so that the Learning Agreement can be revised and resubmitted. When the assessor is the faculty mentor, comments are returned in the Research Forum.

When the assessor approves the Learning Agreement, the assessor submits the Learning Agreement and the associated rubric to the registrar via the KAM e-mail account at [kamhelp@mail.waldenu.edu](mailto:kamhelp@mail.waldenu.edu). A copy is sent to the assessor, the faculty mentor, and 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 e-mail within 10 business days of receipt of the approved version of the Learning Agreement and the associated rubric. Students are advised to save a copy of this e-mail notification for future reference.

## **KAM Policies and Processes**

- KAM Registration Policies
- KAM Assessor Policies
- KAM Learning Agreements
- KAM Demonstrations

## **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. When they are ready to begin the KAM portion of their academic program, they are assigned a faculty mentor. Students are then automatically registered each term by the registrar's office for a Research Forum, which is directed by the faculty mentor.

After completion of required foundation course(s), KAM students take courses and write KAMs to complete their programs. Registration in a Research Forum 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 as part of the Research Forum.

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 (the Weekly Term Plan), which is approved by the faculty mentor and evaluated at the end of the term to assure that students are making academic progress. An explanation of appropriate academic progress and related grading is found in the Research Forum syllabus. The bursar's office bills students each term for the Research Forum at the relevant tuition rate.

## Learning and Research Resources

Academic Residencies and Requirements

Doctoral Research Sequence

Field Experiences

Final Projects

Foundational Activities

Institutional Review Board

ScholarWorks

Other Undergraduate Options

### Academic Residencies and Requirements

As part of Academic Affairs, Academic Residencies coordinates all university residencies and answers questions related to academic residency policies, locations, dates, and reservation procedures.

Academic residencies are face-to-face or virtual learning experiences 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 Quality, and student success 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

See the Residency Requirements.

### Residency Requirements

Program	Residency Requirements	First Residency

PhD in Counselor Education and Supervision	One face-to-face residency Two face-to-face pre-practicum labs	Term 1 or 2
<b>PhD in Psychology (specialization in Clinical Psychology or Counseling Psychology)—Academic Year in Residence</b>	Four PhD residencies AND four face-to-face AYR blended (BAYR) residencies in Minnesota	Term 1 or 2
PhD (other than those listed above with different requirements)	Four residencies* (minimum of two face-to-face) <b>Optional:</b> Virtual residencies for Residency 2 and Residency 4 <b>Optional:</b> Doctoral Study Intensive retreat as Residency 4 or after completing four required residencies	Term 1 or 2
Doctor of Business Administration (DBA)	Two face-to-face residencies <b>Optional:</b> Doctoral Study Intensive retreat	Term 1 or 2
Doctor of Healthcare Administration (DHA)	Two face-to-face residencies	Term 1 or 2
Doctor of Information Technology (DIT)	Two face-to-face residencies <b>Optional:</b> Doctoral Study Intensive retreat	Term 1 or 2*
Doctor of Public Administration (DPA)	One face-to-face residency	Term 1 or 2
Doctor of Public Health (DrPH)	Two face-to-face residencies	Term 1 or 2
Doctor of Social Work (DSW)	One face-to-face residency	Term 1 or 2*
Doctor of Education (EdD)	One face-to-face residency <b>Optional:</b> EdD Advanced residency (face-to-face or virtual) <b>Optional:</b> Doctoral Study Intensive retreat	Term 1, 2, or 3 in order to advance
Master of Social Work (MSW)	Two face-to-face social work skills labs	Term 2 or 3 in order to advance*

MS in Addiction Counseling (AC)	Two face-to-face pre-practicum labs	Term 3 or 4 in order to advance*
MS in Clinical Mental Health Counseling (CMHC)	Two face-to-face pre-practicum labs	Term 3 or 4 in order to advance
MS in Marriage, Couple, and Family Counseling (MCFC)	Two face-to-face pre-practicum labs	Term 3 or 4 in order to advance*
MS in School Counseling (SC)	Two face-to-face pre-practicum labs	Term 3 or 4 in order to advance*
Doctor of Nursing Practitioner (DNP)	<b>Optional:</b> Face-to-face Doctoral Study Intensive retreat	Term 3 or later

*\*See the program's Timing page on the Residencies website for specific course prerequisites.*

### **Technology Requirements for All Residencies**

Students participating in face-to-face academic residencies are required to use a personal computer (laptop), tablet, or mobile device for their work at the residencies. The personal computer, tablet, or mobile device must meet Walden University's minimum technical requirements.

For students attending a virtual residency, in addition to the standard Walden technical requirements, their computers must meet these technical requirements:

- Have speakers or headset
- Have a microphone
- Have a webcam (minimum resolution at 640 x 480 standard definition)
- Have high-speed Internet (strongly preferred due to streaming media needs)

Registration and links to residency information are through the [myWalden](#) university portal and the Walden Residencies website.

### **Residency Descriptions, Learning Outcomes, and Session Abstracts**

#### *Doctoral Level*

- Doctor of Business Administration (DBA) Residencies
- Doctor of Education (EdD) Residencies
- Doctor of Information Technology (DIT) Residencies
- Doctor of Philosophy (PhD) Residencies
- Doctor of Public Health (DrPH) Residencies



Doctor of Social Work (DSW) Residencies  
PhD in Counselor Education and Supervision Residencies  
School of Psychology Academic Year in Residence

### *Master's Level*

MS in Addiction Counseling Residencies  
MS in Marriage, Couple, and Family Counseling Residencies  
MS in Clinical Mental Health Counseling Residencies  
MS in School Counseling Residencies  
Master of Social Work (MSW) Residencies

Current information about Academic Residencies, including schedules and locations, can be accessed on the Walden Academic Residencies website.

## **Residency Policies**

Attendance Requirements  
Attire  
Canceling a Residency Due to an Emergency/Petition Policy  
Cancellation/Drop Policy for Residencies  
Code of Conduct/Comportment  
Disability Services for Residencies  
Face-to-Face Residency Requirements  
Family/Guests at Residencies  
Fees and Payment Policy  
Financial Aid - Residency Policies  
Grades  
Inclement Weather  
Late Arrival to Residency and/or Travel Delays  
Missed Sessions  
Religious Observances  
SEVIS/I-20 Policy for International Student Attendance at U.S. Domestic Residencies  
Student Safety and Required Title IX Training  
Weapons at Face-to-Face Residencies

## **Doctor of Business Administration (DBA) Residencies**

Doctoral candidates in the DBA program are required to attend two face-to-face residencies.

At the first residency, candidates interact with one another and with program faculty members, building their networks and reinforcing their identities as members of the Walden DBA community. The residency agenda features sessions on the structure of the DBA 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 candidates in the completion of the doctoral study proposal and the doctoral study. In addition to presentations on current topics in business administration, candidates 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 Quality, student success advisors, and student support staff.

<b>Residency</b>	<b>Required or Optional</b>	<b>Timing</b>
Residency 1	Required face-to-face	<b>Complete Residency 1 face-to-face as soon as you begin your program (while taking DDBA 8006 or DDBA 8151);</b> should be taken within 90 days of completing your Foundations course - DDBA 8006.  <b>Focus:</b> Program orientation, overview of doctoral study capstone project, program and student success advising, and socialization into the profession.
Residency 2	Required face-to-face	<b>Complete Residency 2 face-to-face just prior to the start or during the first few weeks of DDBA 8991.</b>  <b>Focus:</b> Completion of the doctoral study proposal and capstone project, program and student success advising.
Doctoral Study Intensive Retreat	Optional face-to-face	<b>Complete a DBA Doctoral Study Intensive retreat face-to-face during DBA 8100 or DBA 9000.</b>  Contact Student Success Advising to register.

## Learning Outcomes

The following are key learning outcomes you will be expected to achieve as part of your residency experiences:

- Understand program requirements and expectations.
- Understand the steps to take for program completion.
- Establish a potential network with other students.
- Exchange ideas with faculty.
- Understand the mentor/chair/student relationship.
- Draft a research problem dealing with social change.
- Understand research designs and methodologies common in chosen field.
- Access current literature in chosen field.
- Understand the role research plays in social change.
- Communicate learning and research interests to others.

Present academic work.

## **Residency Session Abstracts**

Residency Session Abstracts—DBA

*Residency Session Abstracts—DBA*

## **Residency Session Abstracts**

### **Student Success Advisor Session**

#### **Open Forum: Question and Answer**

This session, led by student success advisors, will give you the opportunity to ask questions about the organizational structure of Walden, resources available to you, the program of study, the doctoral study process, and other topics. This session also will give you a great opportunity to network with peers at similar stages of your program development.

### **Career Skills Session**

#### **Career Management Strategies**

What are your career goals? How can you maximize your Walden experience and "walk the talk" before you graduate? In this nuts-and-bolts session, you will explore how to set goals, research career options, conduct informational interviews, and track your accomplishments.

### **DBA Colloquium**

College colloquia are organized and presented by faculty members to address important topics within the college. They also provide you with a great opportunity to network within your individual discipline.

### **Faculty/Staff Advising**

You may sign up for advising with a faculty member, the Student Success Advising Team, or the Center for Research Quality. Faculty members and the Student Success Advising Team are a resource for all students. Advising is strongly encouraged at least once during the residency. You are welcome to move in and out of sessions to attend these advising appointments. There is no sign-up required for advising appointments with the Writing Center, Walden Library, Career Services, and the Customer Care Team. When staff and faculty members are leading sessions, they will not be available for advising. Please refer to the posted schedules and this program book for the availability of those staff and faculty members who have advising by appointment.

### **Group Advising**

Group advising gives you an additional opportunity to connect with faculty members to explore their experience and knowledge to help you be as successful as possible at Walden University and beyond.

### **Helpful Hints for the DBA Student**

This session, led by DBA faculty members, will review topics of interest that will help you in research writing. Demonstrations include the use of Grammarly in a Word document, Ulrich's periodical review, the use of DOIs, and the oral defense processes. The session will follow an open forum format to answer student questions. This is also a networking opportunity to get to know students with similar concerns or expertise in specific areas.

## **Library Skills Sessions**

### **Library Tech Tips**

This session will cover current tools and technologies that can make research easier. We will discuss RSS feeds, special features of the library's databases, bibliography software, web tools, and more.

### **Library Tips for Literature Review**

You want the best sources and supporting evidence for your research and writing, but how do you find them? How can you pick out the good stuff from all the resources available? How can you avoid getting lost in the library's databases? Is there any good information on the web? In this session, we will discuss tips and tricks to make it easier to find and identify the sources you need.

## **Research Skills Sessions**

### **Developing a Well-Aligned Doctoral Study: Emphasis on the Problem Statement**

In this session, you will receive an overview of the key research design components of the doctoral study.

Information and examples will be provided to help you make sure that research components fit together appropriately. The nature and role of one specific component within the doctoral study—the problem statement—will be described in detail. You will receive training and practice in developing effective problem statements.

### **Interviewing**

The purpose of this session is to provide training in interviewing skills necessary for qualitative data collection for doctoral research. Topics include designing good interview questions, using probes, establishing rapport, and managing interviewer response and behavior so as not to influence the data collected. Upon completion, you will be able to distinguish best practices in conducting interviews for research.

### **Qualitative Methods**

The purpose of this session is to familiarize you with the various methods in a qualitative research design. Topics include case study, phenomenology, grounded theory, ethnographic studies, narrative inquiry, and design validity. Upon completion, you will be able to distinguish between qualitative method options and explain how to establish trustworthiness in qualitative research.

### **Regression Models**

The purpose of this session is to provide you with a basic introduction to practical aspects of linear and logistic regression. Topics include underlying assumptions; practical aspects of regression, including nature of variables (categorical or continuous), number of variables, and statistical control; the concepts of mediation and moderation; and interpretation of a multiple or logistic regression output. Upon completion, you will be able to independently run and interpret a multiple or logistic regression using SPSS.

### **Tools for Qualitative Research**

The purpose of this seminar is to provide an overview of qualitative data analysis and considerations in how to analyze qualitative data. Topics include aligning data analysis strategies with the appropriate research design, a brief discussion of the pros and cons of using data management software, and generic tools and strategies for data analysis such as coding, matrices,

concept maps, and memos. Upon completion, students will understand issues in making choices about data analysis and apply these considerations to their own research project.

### **Using Secondary Data in Research**

The purpose of this session is to provide an introduction to researchers seeking to draw upon secondary data sources in their research. Topics include working with groups and institutions that make (or will make) data sets publicly available, designing research to make appropriate use of secondary data sources, and addressing common methodological concerns with using secondary data sources. Upon completion, you will be able to describe the strengths and limitations of using secondary data and to identify potential sources of secondary data.

### **Writing Skills Sessions**

#### **APA Style Refresher**

This session will review 10 common problems students typically run into with American Psychological Association (APA) style. You will spend time examining and correcting student papers that illustrate these headaches. You will review avoiding plagiarism and correct formatting of citations, reference lists, headings, figures and tables, and numbers.

#### **Reading Graduate Texts: A Refresher for Graduate Students**

Does graduate reading sometimes feel like a monumental challenge? In the past, all you had to do was give the passage a quick read and out you came with the author's topic, main point, purpose, and attitude. Now, you are expected not only to read large volumes of some of the densest prose imaginable and somehow find the key points but also to understand the author's internal logic; discover his or her assumptions; be able to strengthen and weaken the main points; and, most important, do it all in a relatively short amount of time. In this session, we will discuss key strategies for the effective reading of graduate texts. Through a series of exercises, you will study how to overcome the habits of a passive reader and discover how enjoyable even graduate reading can be.

#### **To Inform and Delight: Employing Synthesis for Scholarship That Shines**

In this session, you will apply the critical-thinking tools writers need for an academic audience. You will focus on the difference between summary and synthesis and distinguish between paraphrasing another researcher's ideas and actively juxtaposing material to bring new insight. By learning how to harness the power of the available research, you will learn to pull your readers in and keep them engaged. Be prepared to read, write, and share your ideas in a workshop setting. If you are working on your proposal or doctoral study, consider attending to brush up on skills that can improve the readability of chapter 2. In the end, we hope to help you create material that matters, research that resonates, and scholarship that shines.

#### **Using the Walden Doctoral Study Template**

The Walden Writing Center has developed templates for the proposal and doctoral study that include the correct pagination, margins, heading styles, and structure for the study. In this lab session, you will learn how to use the templates and will practice copying text into the templates and using the heading styles to create a table of contents. Used correctly, the template will save time and will ensure that documents meet Walden and American Psychological Association (APA) formatting guidelines. Come with a laptop, a copy of the template (posted in the classroom in the Writing Center handouts section or on the Writing Center website), and a determination to tackle the template.

## **Doctor of Education (EdD) Residencies**

Doctoral candidates in the EdD program are required to attend one face-to-face residency. Candidates also have the option to attend an EdD advanced residency and a capstone intensive retreat.

At the required EdD academic residency, candidates 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, candidates 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 EdD program, and create a timeline to meet the milestones that culminate in the completion of the program.

<b>Residency</b>	<b>Required or Optional</b>	<b>Timing</b>
Residency 1	Required face-to-face	<b>Complete the EdD required residency face-to-face during your first year; by the end of Term 3.</b>
EdD Advanced Residency	Optional face-to-face OR virtual residency	<b>Complete an EdD Advanced residency face-to-face or virtual in Term 7 or later, including if you are enrolled in EDUC 8081/EDDD 8900 or EDUC 8090/EDDD 8990.</b>
EdD Doctoral Study Intensive Retreat	Optional face-to-face	<b>Complete an EdD Doctoral Study Intensive retreat face-to-face during EDUC 8090/EDDD 8990. Contact Student Success Advising</b>

## **Learning Outcomes**

The following are key learning outcomes you will be expected to achieve as part of your required residency experience:

- Use critical-thinking skills expected of doctoral students.
- Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in their discipline.
- Identify strategies for using Walden's support resources for continued professional development as scholar-practitioners.
- Communicate effectively with others.
- Effectively communicate research ideas.
- Conceptualize Doctoral Studies that have the potential to contribute to positive social change.
- Understand the steps necessary at Walden to complete a Doctoral Study.
- Critically assess research.

## **Residency Session Abstracts**

Residency Session Abstracts—EdD

*Residency Session Abstracts—EdD*

### **Residency Session Abstracts—EdD**

#### **Advising**

You may sign up for faculty and student success advising any time in this block. The Writing Center, Career Services, and Walden Library will be conducting drop-in advising only. When staff and faculty members are leading sessions, they will not be available for advising. Please refer to the posted schedules for the availability of staff and faculty members who have advising by appointment.

#### **APA Writing**

This workshop will focus specifically on the nuances of citations, habits of paraphrasing, and the revised citation rules in the sixth edition of the Publication Manual of the American Psychological Association (APA). We will discuss new reference formats, the digital object identifier, and much more. You will also participate in a general APA question-and-answer session.

#### **Critical Reading of Graduate Texts**

Does graduate reading sometimes leave you confused and not knowing what you have read? In the past, all you had to do was give the passage a quick read and out you came with the author's topic, main point, purpose, and attitude. Now, you are expected not only to read large volumes of some of the densest prose imaginable and somehow find the key points but also to understand the author's internal logic; discover his or her assumptions; be able to strengthen and weaken the main points; and, most importantly, do it all in a relatively short amount of time. In this session, we will discuss key strategies for the effective reading of graduate texts. This session will help you increase your awareness of essential graduate reading behaviors and employ reading strategies to accelerate comprehension.

#### **EdD Closing Colloquium**

The purpose of the colloquium is to allow you, as students, to (a) make connections between the residency experience and the proposed learning outcomes, (b) determine if your personal goals for residency were met, (c) expose you to an advanced panel of current Walden students who will provide insights into attaining their scholar-practitioner doctoral Walden degree, and (d) provide closure to the residency experience and promote positive social change. Upon completion of this session, you will be able to articulate your role in promoting positive social change relevant to your discipline and engage in self-reflection as a scholar-practitioner student of Walden University.

#### **Library Research for the Literature Review**

In this session, you, as students, will work with a Walden librarian to review strategies for successful library searches. We will then discuss how to apply library search skills to the literature review research process. You will have the opportunity to view library skills demonstrations, practice searching skills with your peers, acquire tools for the literature review process, and ask questions about library research.

### **Methodology: Research Methodology for the Project**

Trying to make heads or tails of which methodology to use in your project study? The purpose of this session is to inform and/or reinforce the three methodologies (quantitative, qualitative, and mixed-methods) of the project study to assist you in using the project study rubric and an exemplar to align the research topic, problem statement, research questions, and appropriate methodology.

### **Opening Colloquium: Administrator Leadership, Curriculum Instruction and Assessment, Teacher Leadership, Special Education, Adult Learning, and Higher Education Leadership**

The purpose of the opening colloquium is to begin the development of a learning community for the residency as well as discuss some important success factors as you continue through the EdD doctoral program. During the first part of the session, we will introduce you to the objectives of the residency and discuss the goals that you will want to personally make during the residency. The second part of the colloquium places you in the role of a scholar-practitioner through an exercise that examines selected scholarly literature related to a contemporary social issue. The colloquium centers on pre-assigned required reading found in the online classroom. The table discussion in your learning communities will allow you to begin to posit some of the critical questions that emerging scholars must always ask as they begin examination of the literature surrounding a problem.

### **Problem Statement**

So what's your problem? You may hear this question asked of you many times throughout the residency sessions. This session will help you further develop your project study statements. We will discuss questions that arise as you anticipate moving toward your future course assignments and doctoral study process. You will draft an initial problem statement using a template based on a research question. Don't leave for home without finding out your real problem.

### **Professional Development**

In the current competitive job market, building networks and exploring strategies for professional development are essential. This session will help you identify the social media you need to explore your role in the development of a professional reputation or brand. You will be introduced to the SMART goals to build your marketability in your respective field or career.

### **Prospectus**

You have been learning all week about the project study, problem statements, methodology, literature reviews, research questions, rubric, and much more. Walden University expects you to present your initial research ideas to a doctoral study committee in the form of a prospectus. What are the standards you need to know about preparing this document? This last session of the residency will answer this question and give you tips on how you can attract the best doctoral study committee members to your team. Bring anything you have worked on during the residency to this session—a brief written statement of your local educational problem(s) (a "problem statement"), research questions, comprehensive paper, or draft prospectus. Faculty teams will help you further develop your doctoral study assignment form or the prospectus and discuss questions that arise as you anticipate moving toward your future course assignments and doctoral study proposal. Join the faculty team of your choice.

### **Research Questions**

So you've identified your local problem for your project study. Now what? In this session, you



will learn how to translate your research idea into a research question(s), connect theory to research, and move from the social problem to a research question(s). This session will help you create a research question(s) based on your research problem that is aligned with the project study rubric.

### **The Role of the Literature Review**

Many students struggle to make sense of the academic literature. You are expected to analyze difficult texts, even though you can't recall ever being given the tools to do so. In this session, you will practice advanced searching strategies, use a matrix to organize material, and work with a sample prospectus so that you are prepared to use the prospectus template at the end of this residency.

### **Time Management**

If I only had time...is that your theme song? Many Walden students are balancing a career, family, and coursework— not to mention returning to school after years away from academia or reading in a second language. If this sounds like you, then you need this session. In this time together, you will learn how to develop an action plan, focus on the important issues, prioritize tasks, and maintain the discipline needed to complete them. The session will provide practical techniques for identifying time wasters, setting boundaries, handling interruptions, and maximizing productivity. You will learn to incorporate these techniques into your daily activities through goal setting and developing an action plan that promotes focus, discipline, and creativity. This session will provide suggestions on how you could manage your day-to-day activities while enrolled in an EdD program.

### **Understanding Your EdD Program**

This session, led by a faculty member and a student success advisor, will provide an orientation to the EdD program and the project study. The information you obtain from this session will help to inform your choices relative to your research and provide a rationale for those decisions on your final assignment for the residency. This session will also give you a great opportunity to network with peers at similar stages of your program.

## **Residency Session Abstracts—EdD Advanced**

### **Analysis Breakout Sessions**

This session guides you to answering the question: What method and analysis should I use for my project study? The presenter will offer personalized assistance based on your chosen research method during this breakout session. You will also have time to consolidate, modify, and/or develop the research method for your prospectus/proposal.

### **Closing Colloquium**

The purpose of the colloquium is to allow you, as students, to (a) make connections between the residency experience and the proposed learning outcomes, (b) determine if your personal goals for residency were met, (c) expose you to an advanced panel of current Walden students who will provide insights into attaining their scholar-practitioner doctoral Walden degree, and (d) provide closure to the residency experience and promote positive social change. Upon completion of this session, you will be able to articulate your role in promoting positive social change relevant to your discipline and engage in self-reflection as a scholar-practitioner student of Walden University.

### **Developing an Ethically Responsible Project Study**

It is important to understand the Institutional Review Board process as you proceed with your doctoral study proposal. Come to this session to gain familiarity with the history and process to understand how to prepare for completing the application and to clarify how it adds value to your work.

### **Essential Elements in Section 1 and Assumptions, Limitations, Scope, and Delimitations in Section 2 of the Project Study**

This seminar focuses on the rationale, special terms, significance of the problem, and implications for possible project directions related to Section 1 of the project study rubric. Assumptions, limitations, scope, and delimitations as they relate to Section 2 of the project study will be discussed. Time will be provided for you to draft elements from Section 2.

### **Faculty/Staff Advising**

You may sign up for faculty and student success advising any time in this block. The Writing Center, Career Services, and Walden Library will be conducting drop-in advising only. When staff and faculty members are leading sessions, they will not be available for advising. Please refer to the posted schedules for the availability of staff and faculty members who have advising by appointment.

### **Methodological Design of the Project Study**

You will learn about the different quantitative and mixed-methods approaches, analyses, and interpretation. You will recognize methodology alignment in a peer-reviewed article and summarize primary research.

### **Opening Session, Process Needs**

The opening session will give you the opportunity to introduce your topics of interest, enabling you to connect with communities of interest and support groups for the residency and beyond. The remainder of the time will be spent in discussion of the project study process.

### **Qualitative Design and Analysis**

This seminar will address various qualitative approaches, trustworthiness, description, analysis, and interpretation. A work session will include determining the type of qualitative approach that would best fit your studies. You will receive hands-on practice in coding a qualitative transcription.

### **Refining the Problem Statement**

You will learn how to draft a problem statement and the importance of aligning it with the purpose statement and the research questions. Hands-on practice in developing these elements will be provided at the end of the session and throughout the residency as time permits.

### **Scholar-Practitioner**

This seminar is designed to develop your role as a scholar-practitioner. You will be introduced to Walden's scholar-practitioner model in relation to social change, the link between the skills needed to conduct research and your application, and the venues for disseminating findings to different stakeholders.

### **Thinking Critically, Researching Painlessly**

Your project study requires you to focus on a local problem to research. Reviewing the existing

literature for a research topic frequently sends writers chasing false leads. This session will involve practical, applicable strategies to approach a solid review of the literature for your doctoral study. A myriad of subtopics can invade and crowd the scholastic lens. This presentation will provide you with easy-to-follow organizational researching tips that allow you to approach your subject as a critical thinker. Published research is available in abundance on any topic and can overwhelm even the most determined researcher. Shortcuts exist; let's learn them together.

### **Doctor of Healthcare Administration (DHA) Residencies**

Doctoral candidates in the DHA program are required to attend two face-to-face residencies. At the first residency, candidates interact with one another and with program faculty members, building their networks and reinforcing their identities as members of the Walden DHA community. The residency agenda features sessions on the structure of the DHA program, the nature of the doctoral study and the process of its completion, and current topics in the profession.

The focus of the second residency is to assist candidates in the completion of the doctoral study proposal and the doctoral study. In addition to presentations on current topics in the discipline, 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 Quality, student success advisors, and student support staff.

### **Residency Timing**

<b>Residency</b>	<b>Required or Optional</b>	<b>Timing</b>
Residency 1	Required face-to-face	<b>Complete residency 1 face-to-face as soon as you begin your program;</b> required in order to advance into DDHA 8246. <b>Focus:</b> Program orientation, overview of doctoral study capstone project, program and student success advising, and socialization into the profession
Residency 2	Required face-to-face	

### **Learning Outcomes**

The following are key learning outcomes you will be expected to achieve as part of your residency experiences at each level:

#### *Residency 1*

- Demonstrate an understanding of the necessary elements required to complete the program.
- Use university support services to contribute to the successful completion of the doctoral degree.

- Utilize critical-thinking skills expected of doctoral students.
- Demonstrate an understanding of the literature review process necessary to complete the doctoral study.
- Demonstrate leadership skills expected of doctoral students.
- Demonstrate best practices in presentation skills.
- Demonstrate an understanding of quantitative approaches necessary to complete the doctoral study.
- Demonstrate the ability to formulate appropriate research questions for the doctoral study that incorporate social change.
- Identify strategies for continued professional development as scholar-practitioners.

*Residency 2*

- Utilize critical-thinking skills expected of doctoral students.
- Demonstrate leadership skills expected of doctoral students.
- Demonstrate an understanding of research elements necessary to complete the doctoral study such as research design and methodology.
- Demonstrate an understanding of quantitative approaches necessary to complete the doctoral study.
- Demonstrate best practices in presentation skills.
- Demonstrate an understanding of what is required to disseminate research within the appropriate field.
- Identify strategies for continued professional development as scholar-practitioners.

**Doctor of Information Technology (DIT) Residencies**

Doctoral candidates in the DIT program are required to attend two face-to-face residencies. At the first residency, candidates interact with one another and with program faculty members, building their networks and reinforcing their identities as members of the Walden DIT community. The residency agenda features sessions on the structure of the DIT program, the nature of the doctoral study and the process of its completion, and current topics in information technology.

The focus of the second residency is to assist candidates in the completion of the doctoral study proposal and the doctoral study. In addition to presentations on current topics in the profession, candidates 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 Quality, student success advisors, and student support staff.

**Residency Timing**

Residency	Required or Optional	Timing
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Residency 1	Required face-to-face	<b>Complete residency 1 face-to-face as soon as you begin your program;</b> should be taken within 90 days of completing your Foundations course.
Residency 2	Required face-to-face	<b>Complete residency 2 face-to-face during your Research Methodology courses.</b>
Doctoral Study Intensive Retreat	Optional face-to-face	<b>Complete a DIT Doctoral Study Intensive retreat face-to-face during ITEC 9000.</b>  Contact Student Success Advising to register.

## Learning Outcomes

### *Residency 1*

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

- Describe program expectations and requirements.
- Demonstrate competency in critical-thinking skills required of a doctoral student in chosen discipline.
- Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in chosen discipline.
- Engage university support services to contribute to the successful completion of the doctoral study and doctoral degree.
- Differentiate between dissertation and doctoral study.
- Engage with faculty members and student colleagues to formulate appropriate research questions to be pursued in the doctoral study process.
- Analyze research studies that have the potential to contribute to positive social change.
- Engage in peer review to receive and provide critical feedback to shape the doctoral study proposal.

### *Residency 2*

- Demonstrate competency in critical-thinking skills required of a doctoral student in chosen discipline.
- Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in chosen discipline.
- Engage university support services to contribute to the successful completion of the doctoral study and doctoral degree.
- Engage with faculty members and student colleagues to formulate appropriate research questions to be pursued in the doctoral study process. Analyze research studies that have the potential to contribute to positive social change.

Engage in peer review to receive and provide critical feedback to shape the doctoral study proposal.

Design quantitative and qualitative data collection and analysis approaches to solve chosen discipline problems.

Design a plan for research dissemination within the organization or in the field.

## **Residency Session Abstracts**

Residency Session Abstracts—DIT

*Residency Session Abstracts—DIT*

## **Residency Session Abstracts**

### **DIT Residency 1: Seminar 1**

The purpose of Seminar 1 is to analyze the competencies associated with professionals at the doctoral level. Topics include doctoral-level critical thinking, professional comportment and demeanor, professional competence, effective communication, and scholarly community contributions. Upon completion, you will have increased self-efficacy in demonstrating doctoral-level standards (scholarship and communication).

*This Seminar is required for all DIT 1 Residency students.*

### **DIT Residency 1: Seminar 2**

The purpose of Seminar 2 is to introduce the process checklist and rubric. In this Seminar, you will explore the sections of the rubric. Upon completion, you will be able to utilize your process checklists and rubrics throughout your doctoral experience.

*This Seminar is required for all DIT 1 Residency students.*

### **DIT Residency 1: Seminar 3**

The purpose of Seminar 3 is to continue exploring the doctoral study, APA, and the rubric. Topics include methods of study, research questions, theories/conceptual frameworks, literature reviews, and common APA mistakes. Upon completion, you will be able to understand the components of a doctoral study, avoid common APA mistakes, and assess items in the rubric

*This Seminar is required for all DIT 1 Residency students.*

### **DIT Residency 2: Seminar 1**

The purpose of Seminar 1 is to analyze the competencies associated with professionals at the doctoral level. Topics include doctoral-level critical thinking, professional comportment and demeanor, professional competence, effective communication, and scholarly community contributions. Upon completion, you will have increased self-efficacy in demonstrating doctoral-level standards (scholarship and communication).

This Seminar is required for all DIT 2 Residency students.

### **DIT Residency 2: Seminar 2**

The purpose of Seminar 2 is to reinforce methods of research that may be used in the doctoral study. One topic included is the literature review. Upon completion of this Seminar, you will be able to determine your method of research and prepare a literature review.

*This Seminar is required for all DIT 2 Residency students.*

### **DIT Residency 2: Seminar 3**

The purpose of Seminar 3 is to discuss the sections of the doctoral study. Upon completion, you will understand the layout and form of the doctoral study document that must be produced.

*This Seminar is required for all DIT 2 Residency students.*

### **DIT Colloquium (Residency 1 and 2)**

College colloquia are organized and presented by faculty members to address important topics within the college. They also provide you with a great opportunity to network within your individual discipline.

### **Advising**

You may sign up for advising with a faculty member, the Student Success Advising Team, or the Center for Research Support. Faculty members and the Student Success Advising Team are a resource for all students. Advising is strongly encouraged at least once during the residency. You are welcome to move in and out of sessions to attend these advising appointments. There is no sign-up required for advising appointments with the Writing Center, Walden Library, Career Services, and the Customer Care Team.

### **Student Success Advising Session**

#### **Open Forum: Question and Answer**

*Appropriate for all students*

This session, led by student success advisors, will give you the opportunity to ask questions about the organizational structure of Walden, resources available to you, the program of study, the doctoral study process, and other topics. This session also will give you a great opportunity to network with peers at similar stages of your program development.

### **Group Advising**

Group advising gives you an additional opportunity to connect with faculty members to explore their experience and knowledge and to help you be as successful as possible at Walden University and beyond.

### **Career Skills Session**

#### **Career Management Strategies**

*Recommended for students in DIT Residency 1*

What are your career goals? How can you maximize your Walden experience and "walk the talk" before you graduate? In this nuts-and-bolts session, you will explore how to set goals, research career options, conduct informational interviews, and track your accomplishments.

### **Library Skills Session**

#### **Library Tips for Literature Review**

*Required for all DIT 1 students*

You want the best sources and supporting evidence for your research and writing, but how do you find them? How can you pick out the good stuff from all the resources available? How can you avoid getting lost in the library's databases? Is there any good information on the Web? In this session, we will discuss tips and tricks to make it easier to find and identify the sources you need.

### **Library Tech Tips**

*Recommended for all DIT students*

This session will cover current tools and technologies that can make research easier. We will

discuss RSS feeds, special features of the library's databases, bibliography software, Web tools, and more.

### **Research Skills Session**

#### **Developing a Well-Aligned Doctoral Study: Emphasis on the Problem Statement**

*Recommended for all DIT students*

In this session, you will receive an overview of the key research design components of the doctoral study. Information and examples will be provided to help you make sure that research components fit together appropriately. The nature and role of one specific component within the doctoral study—the problem statement—will be described in detail. You will receive training and practice in developing effective problem statements.

#### **Research Skills Session Required for all DIT 2 students**

Please choose one of the following sessions to attend.

#### **Interviewing**

The purpose of this session is to provide training in interviewing skills necessary for qualitative data collection for doctoral research. Topics include designing good interview questions, using probes, establishing rapport, and managing interviewer response and behavior so as not to influence the data collected. Upon completion, you will be able to distinguish best practices in conducting interviews for research.

#### **Logistic Regression**

The purpose of this seminar is to provide you with a basic introduction to practical aspects of logistic regression. Topics include underlying assumptions; practical aspects of regression, including nature of variables (categorical or continuous), number of variables, and statistical control; the concepts of mediation and moderation; and interpretation of a logistic regression output. Upon completion, you will be able to run and interpret a logistic regression using SPSS independently.

#### **Mixed Methods**

The purpose of this session is to provide you with a basic introduction to mixed methods. Topics include approaches to mixed-methods analysis, components of a mixed-methods study, and integration of quantitative and qualitative approaches to address research questions. Upon completion, you will be able to determine whether a mixed-methods study is suitable based on the research question(s).

#### **Multiple Regression**

The purpose of this seminar is to provide you with a basic introduction to practical aspects of linear regression. Topics include underlying assumptions; practical aspects of regression, including nature of variables (categorical or continuous), number of variables, and statistical control; the concepts of mediation and moderation; and interpretation of a linear regression output. Upon completion, you will be able to run and interpret a multiple regression using SPSS independently.

#### **Qualitative Methods**

The purpose of this session is to familiarize you with the various methods in a qualitative research design. Topics include case study, phenomenology, grounded theory, ethnographic studies, narrative inquiry, and design validity. Upon completion, you will be able to distinguish



between qualitative method options and explain how to establish trustworthiness in qualitative research.

### **Tools for Qualitative Research**

The purpose of this seminar is to provide an overview of qualitative data analysis and considerations in how to analyze qualitative data. Topics include aligning data analysis strategies with the appropriate research design, a brief discussion of the pros and cons of using data management software, and generic tools and strategies for data analysis such as coding, matrices, concept maps, and memos. Upon completion, students will understand issues in making choices about data analysis and apply these considerations to their own research project.

### **Using Secondary Data in Research**

The purpose of this session is to provide an introduction to researchers seeking to draw upon secondary data sources in their research. Topics include working with groups and institutions that make (or will make) data sets publicly available, designing research to make appropriate use of secondary data sources, and addressing common methodological concerns with using secondary data sources. Upon completion, you will be able to describe the strengths and limitations of using secondary data and to identify potential sources of secondary data.

### **Writing Skills Session**

#### **APA Style Refresher**

*Appropriate for all students*

This session will review 10 common problems students typically encounter with American Psychological Association (APA) style. You will spend time examining and correcting student papers that illustrate these headaches. You will review avoiding plagiarism and correct formatting of citations, reference lists, headings, figures and tables, and numbers.

#### **To Inform and Delight: Employing Synthesis for Scholarship That Shines**

*Appropriate for all students*

In this session, you will apply the critical-thinking tools writers need for an academic audience. You will focus on the difference between summary and synthesis and distinguish between paraphrasing another researcher's ideas and actively juxtaposing material to bring new insight. By learning how to harness the power of the available research, you will learn to pull your readers in and keep them engaged. Be prepared to read, write, and share your ideas in a workshop setting. If you are working on your proposal or doctoral study, consider attending to brush up on skills that can improve the readability of Chapter 2. In the end, we hope to help you create material that matters, research that resonates, and scholarship that shines.

#### **Reading Graduate Texts: A Refresher for Graduate Students**

Does graduate reading sometimes feel like a monumental challenge? In the past, all you had to do was give the passage a quick read and you discovered the author's topic, main point, purpose, and attitude. Now, you are expected not only to read large volumes of some of the densest prose imaginable and somehow find the key points but also to understand the author's internal logic; discover his or her assumptions; be able to strengthen and weaken the main points; and, most important, do it all in a relatively short amount of time. In this session, we will discuss key strategies for the effective reading of graduate texts. Through a series of exercises, you will study how to overcome the habits of a passive reader and discover how enjoyable even graduate reading can be.

## Using the Walden Doctoral Study Template

*Appropriate for all students in the beginning phases of research*

The Walden Writing Center has developed templates for the proposal and doctoral study that include the correct pagination, margins, heading styles, and structure for the study. In this lab session, you will learn how to use the templates and will practice copying text into the templates and using the heading styles to create a table of contents. Used correctly, the template will save time and will ensure that documents meet Walden and American Psychological Association (APA) formatting guidelines. Come with a laptop, a copy of the template (posted in the classroom in the Writing Center handouts section or on the Writing Center website), and a determination to tackle the template.

## Doctor of Philosophy (PhD) Residencies

PhD residencies follow a sequence designed specifically to match students' academic progress, as outlined below.

Residency	Required or Optional	Timing
Residency 1	Required face-to-face	<p><b>Complete Residency 1 face-to-face as soon as you begin your program;</b> should be completed within 90 days of completing your Foundations course.</p> <p><b>Focus:</b> Socialization into Walden, community building, introductory skill and professional identity development, team building and scholarly writing.</p>
Residency 2	Required face-to-face OR virtual	<p><b>Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for or completion of your first research course.</b></p> <p><b>Focus:</b> Introduction to research skills, self-assessment, dissertation and research skill development as well as professional development.</p>
Residency 3	Required face-to-face	<p><b>Complete Residency 3 face-to-face by the end of your third year.</b></p> <p><b>Focus:</b> Prospectus writing and completion, proposal development, and dissertation processes.</p>
Residency 4	Required face-to-face OR virtual  OR dissertation intensive retreat	<p><b>Complete Residency 4 during your third year or beyond as:</b></p> <p>a face-to-face or virtual residency (RESI 8404) OR an approved professional conference (RESI 8900 based on program availability) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register.</p>

		<b>Focus:</b> Advanced dissertation skills, presentation of research and dissertation publishing.
Dissertation Intensive Retreat	Optional face-to-face	<b>Complete a PhD Dissertation Intensive retreat (DRWI 8500) face-to-face during your dissertation.</b> Contact Student Success Advising to register.

## Descriptions

### *Residency 1: Socialization*

Residency 1 is designed to socialize students into the Walden doctoral community. Topics include doctoral competency development, orientation to academic support services and networking, community building, writing at the doctoral level and using American Psychological Association (APA) style, library search skill building, and professional development. By the end, students will have completed a self-assessment and identified goals for continual development of the skills and practices required of new doctoral students.

### *Residency 2: Research Methods*

Residency 2 develops students' skills in reviewing and performing scholarly research. Topics include refinement of research questions, research question and methodology alignment, and literature critique and synthesis. Upon completion, students will have developed key components of a research plan..

### *Residency 3: Prospectus and Proposal*

In Residency 3, students will continue to develop their research skills and begin the foundation for their prospectus or dissertation proposal. Topics include qualitative, quantitative, and mixed research designs; data collection, management, and analysis considerations; and development of the prospectus. Upon completion, students will have completed a research alignment tool to inform and guide their dissertation research planning.

### *Residency 4: Scholar-Practitioner*

Residency 4 strengthens students' abilities as a scholar-practitioner. Topics include practicing presentation and critique, research dissemination, implications for social change, and dissertation writing. Upon completion, students will have composed a draft presentation of their doctoral research and created a plan for research dissemination.

### *Virtual Residencies*

Candidates are eligible to attend a PhD virtual residency in order to satisfy the Residency 2 or Residency 4 requirement if they are:

PhD candidates participating in a four-residency model.

PhD candidates who have completed Residency 1 and/or Residency 3 and are ready to complete Residency 2 or Residency 4. Residency 1 and Residency 3 must be completed through the face-to-face residency.

PhD candidates who are not in a program requiring the Academic Year in Residence and are not in the PhD in Counselor Education and Supervision program.

### *Dissertation/Capstone Intensive Retreats (Optional)*

Candidates may attend a dissertation intensive retreat in order to satisfy the Residency 4 requirement. Capstone intensive retreats are designed to help candidates make progress in writing their dissertation proposals. Retreat participants work directly with faculty members who have extensive experience with qualitative, quantitative, and mixed methods research design, and Writing Center faculty, who can help students strengthen skills required to write the capstone.

To be eligible to attend a dissertation intensive retreat, students need to meet the requirements below:

Have an approved committee chairperson on file at the university.

Have a completed prospectus on file at the university.

Be currently enrolled in one term of your degree program's dissertation course.

Candidates interested in attending a Dissertation Intensive retreat should review the Capstone Intensives website and contact Student Success Advising to register.

## **Learning Outcomes**

At the end of these residencies, students will be able to:

Use critical-thinking skills expected of doctoral students.

Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in their discipline.

Use university support services to contribute to the successful completion of the dissertation and doctoral degree.

Analyze research ideas through engagement with faculty members and student colleagues to formulate appropriate research questions to be pursued in the doctoral dissertation.

Conceptualize, design, and execute dissertation research studies that reflect doctoral-level thinking and have the potential to contribute to positive social change.

Conduct peer review to receive and provide critical feedback to shape the dissertation proposal and results that follow from the data analysis.

Demonstrate proficiency in quantitative and qualitative data collection and analysis approaches to support what is learned in research courses and what is required for the dissertation.

Articulate and demonstrate competency in professional practice skills required by student's discipline.

Write a plan for research dissemination (e.g., peer-reviewed journal article, conference presentation, book, workplace settings, or other venues).

Identify strategies for continued professional development as scholar-practitioners.

## **PhD Residency Session Abstracts**

Residency Session Abstracts—PhD

*Residency Session Abstracts—PhD*

## **PhD Residency Session Abstracts**

### **Advanced Library Skills for Doctoral Research**

The purpose of this seminar is to develop skills in searching, reviewing, and selecting literature for doctoral research assignments. Topics include conducting comprehensive literature searches, using advanced search techniques, and recognizing indicators of the successful literature review. Upon completion, you will be able to conduct a successful literature search for a Knowledge Area Module, course paper, or dissertation.

### **Best Practices in Presenting Research 1**

The purpose of this seminar is to build your capacity in the area of presenting research. Topics include key elements of an academic presentation, review of presentation examples, and taking the first steps in preparing a presentation. Upon completion, you will possess the skills required to develop a presentation of scholarly work.

### **Best Practices in Presenting Research 2**

The purpose of this seminar is to apply best practices in an oral presentation. Topics include presentation delivery and best practices for providing and receiving critique. Upon completion, you will have practiced delivering a presentation as well as providing and receiving critique on a presentation

### **Best Practices in Presenting Research 3**

The purpose of this seminar is to prepare you for research dissemination. Topics include presenting research to various audiences and developing awareness of aligned research dissemination venues. Upon completion, you will have examined guidelines and requirements of multiple venues for research dissemination.

### **Building the Prospectus**

The purpose of this seminar is to develop a prospectus. Topics include specifying the research questions and/or hypotheses, problem statement, and purpose of the study; identifying the best methods and methodology given pragmatic research concerns; and identifying implications for social change. Upon completion, you will have developed a draft prospectus that reflects the topic of your independent research (the dissertation). Those of you who have written a satisfactory prospectus will develop an annotated outline of the proposal.

### **Career Management**

The purpose of this seminar is to assist you in managing your career goals. Topics include using the doctoral student experience for career development, becoming aware of professional development opportunities, managing expectations of and preparing for common career interest areas, and developing curricula vitae. Upon completion, you will have developed strategies for effective career management.

### **Completing the Dissertation: American Psychological Association (APA) Style**

The purpose of this seminar is to familiarize you with APA style and related skills for the dissertation. Topics include analysis of common APA style challenges when writing the dissertation. Upon completion, you will have practiced revising and writing key components of the dissertation.

### **Data Analysis Using SPSS/PSAW**

The purpose of this seminar is to provide you with practical training in the use of SPSS data analysis software for quantitative data analysis. Topics include navigating SPSS, data screening and cleaning, descriptive statistics, and basic inferential tests. Practice activities will be incorporated. Upon completion, you will be able to use SPSS to run basic statistical tests to support your doctoral research.

### **Dissertation Writing Guidance: The Dissertation Rubric and the Dissertation Writing Template**

The purpose of this seminar is to introduce you to Walden's dissertation template and the dissertation rubric. Topics include understanding the key information required in the dissertation, formatting the dissertation, and using the template and rubric. Upon completion, you will be able to articulate the required sections of the dissertation and evaluate the attributes of a high-quality dissertation.

### **Final Assignment Review and Discussion**

The purpose of this session is to review, discuss, and approve the final assignments created as a result of the residency experience. Upon completion, you will receive your final grade, feedback on your assignments, and information that prepares you for your next academic residency.

### **Group Advising**

Group advising gives you, as students, an additional opportunity to connect with faculty members to explore your experience and knowledge to help you be as successful as possible at Walden University and beyond.

### **Individual Advising Faculty/Staff Advising**

You may sign up online for an individual appointment with faculty members or student success advisors. There is no sign-up required for advising with the Writing Center, Walden Library, Career Services, and the Customer Care Team. Individual advising is required at least once during the residency. When staff members are leading sessions, they will not be available for advising.

### **Interviewing**

The purpose of this seminar is to provide you with training in interviewing skills necessary for qualitative data collection for doctoral research. Topics include designing good interview questions, using probes, establishing rapport, and managing interviewer response and behavior so as not to influence the data collected. Upon completion, you will be able to distinguish best practices in conducting interviews for research.

### **Introduction to American Psychological Association (APA) Style References and Citations**

The purpose of this seminar is to practice APA style and skills with the goal of improving academic writing. Topics include proper formatting for all types of in-text citations, proper

citation to avoid plagiarism, and common reference formats. Upon completion, you will be able to use APA style effectively in written work and will gain the confidence needed to engage in the continued development of your own academic writing.

### **Introduction to Scholarly Research**

The purpose of this seminar is to introduce you to the scholarly research process. Topics include generating subjects for research and identifying gaps in the research literature. Upon completion, you will be able to generate effective research topics that can guide the development of course papers and Knowledge Area Modules.

### **Keys to Successful Library Research**

The purpose of this seminar is to build competencies in finding and evaluating information at the doctoral level. Topics include navigating the library's databases, online search strategies, and identification and evaluation of scholarly information sources online. Upon completion, you will be able to navigate library resources effectively for research purposes.

### **Logistic Regression**

The purpose of this seminar is to provide you with a basic introduction to practical aspects of logistic regression. Topics include underlying assumptions; practical aspects of regression, including nature of variables (categorical or continuous), number of variables, and statistical control; the concepts of mediation and moderation; and interpretation of a logistic regression output. Upon completion, you will be able to run and interpret a logistic regression using SPSS independently.

### **Making Connections to the Next Residency Experience**

The purpose of this seminar is to provide you with the tools to prepare for successful participation in the next residency. Those of you in Residency 4 will evaluate your residency experience and gain tools for continued success as independent scholar-practitioners.

### **Mixed Methods**

The purpose of this seminar is to provide you with a basic introduction to mixed methods. Topics include approaches to mixed-methods analysis, components of a mixed-methods study, and integration of quantitative and qualitative approaches to address research questions. Upon completion, you will be able to determine whether a mixed-methods study is suitable based on the research question(s).

### **Multiple Regression**

The purpose of this seminar is to provide you with a basic introduction to practical aspects of linear regression. Topics include underlying assumptions; practical aspects of regression, including nature of variables (categorical or continuous), number of variables, and statistical control; the concepts of mediation and moderation; and interpretation of a linear regression output. Upon completion, you will be able to run and interpret a multiple regression using SPSS independently.

### **Observation**

The purpose of this seminar is to provide training in observation skills necessary for qualitative data collection for doctoral research. Topics include designing and using observation protocols and objective observation. Upon completion, you will be able to distinguish best practices in conducting observations for research.

### **Open Q&A: Literature Review from the Perspectives of the Library and Writing Center Staff**

The purpose of this session is to provide a forum for you, as students, to ask questions to library and writing center staff about aspects of the literature review. Discussion topics are based on student interest and questions. At the end of this session, you will have information on library and writing strategies that can help you write successful literature reviews.

### **Orientation and College Colloquium**

The purpose of this orientation and colloquium is to provide you with an overview of outcomes associated with each of the four residencies as well as the overall philosophy of the residency experience. You will meet with other students and faculty members to discuss profession-related topics. Upon completion, you will be aware of expectations surrounding residencies, practice behavior expected of doctoral-level scholar-practitioners, and engage in discussions in and act on important issues relevant to the professions.

### **Practicing Doctoral Scholarship**

The purpose of this seminar is to analyze the competencies associated with professionals at the doctoral level. Topics include doctoral-level critical thinking, professional comportment and demeanor, professional competence, effective communication, and contributing to a scholarly community. Upon completion, you will have increased self-efficacy in demonstrating doctoral-level standards (scholarship and communication).

### **Pragmatic Aspects of Research**

The purpose of this seminar is to explore the pragmatic issues of research that you, as students, may encounter in the process of conducting your independent research. Topics include advantages and disadvantages of using primary or secondary data, using data from your own workplace, intervention research, Institutional Review Board (IRB) functions and application, and negotiating IRBs from multiple sites. Upon completion, you will be able to consider various aspects of the research enterprise and make decisions relevant to your research capstones.

### **Principles of Instrument Development**

The purpose of this seminar is to introduce you to principles of instrument selection, design, and development. Topics include instrument reliability and validity, basic steps of instrument design, guidelines for using existing instruments, and selecting appropriate instruments for the research capstone. Upon completion, you will be able to apply principles learned to select an appropriate existing instrument or develop a new instrument.

### **Professional Development I**

The purpose of the professional development seminar is to engage you in discussion of issues relevant to your academic and professional disciplines and to work toward building professional competence in your respective field. Upon completion, you will be able to think critically about past, current, and emerging issues in your field; articulate concepts relevant to your discipline; and engage in self-reflection as a scholar-practitioner in your discipline.

### **Professional Psychology Session**

This session will be led by faculty and staff members and is designed to help you as a professional psychology (Clinical Psychology, Counseling Psychology, and School Psychology) student navigate your program. It will cover the Academic Year in Residence (AYR), field training, and many other related issues to give you a general view of the unique requirements for



these specializations.

### **Prospectus Panel**

The purpose of this seminar is to introduce you to the critiquing process and to offer constructive feedback on early drafts of the dissertation prospectus or proposal. Topics include critique and discussion of the problem statement, method, and research questions or hypotheses. Upon completion, you will be able to use the results of the critique to write a clear and concise prospectus.

### **Qualitative Methods**

The purpose of this seminar is to familiarize you with the various methods in a qualitative research design. Topics include case study, phenomenology, grounded theory, ethnographic studies, narrative inquiry, and design validity. Upon completion, you will be able to distinguish between qualitative method options and explain how to establish trustworthiness in qualitative research.

### **Research Design Methods and Methodologies**

The purpose of this seminar is to explore common quantitative, qualitative, and mixed-method designs. Topics include key strengths and limitations to designs in each methodology and criteria for selecting the best research method and methodology for a given research question. Upon completion, you will be able to determine the optimum research design method and methodology for a given research question.

### **Skills for Doctoral Research 1: Translating Research Ideas Into Research Questions**

The purpose of this seminar is to facilitate learning at the beginning stages of doctoral research. Topics include translating a research idea into a research question, connecting theory to research, and moving from social problem to research problem. Upon completion, you will be able to develop a research question based on a research problem.

### **Skills for Doctoral Research 2: Connecting Research Questions to Research Methodology**

This seminar is an introduction to quantitative, qualitative, and mixed-methods research methodologies. Topics include research design principles, scientific objectivity, and linking research questions to the appropriate design. Upon completion, you will be able to choose the best methods to answer a given research question.

### **Skills for Doctoral Research 3: Literature Critique**

The purpose of this seminar is to apply understanding of the components of the research process to actual peer-reviewed articles. Topics include identifying research questions and/or hypotheses and research methodologies and critiquing strengths and limitations of scientific literature on key quality indicators. Upon completion, you will be able to critique scientific research literature.

### **Strategies for Writing Your First Knowledge Area Module (KAM) Learning Agreement (LA)**

The purpose of this seminar is to gain information necessary to craft and draft an LA. Topics include creating effective objectives and connecting theory, research, and application, both necessary components of the LA. Upon completion, you will have a basic draft of required sections of the LA.

### **Student Services Overview**

The purpose of this seminar is to provide you with a comprehensive introduction to the student

services offered through the Writing Center, Walden Library, the Center for Research Quality, and Career Services, as well as the Customer Care Team and Student Success Advising Team at Walden University. Each center or group will provide key information to support your specific needs as a doctoral student. Upon completion, you will be able to identify and use services according to your individual academic needs throughout your doctoral experience.

### **Social Change**

The purpose of this seminar is to prepare you to make connections between your research and social change. Topics include definition of social change and situation of social change within a body of scholarly research literature. Upon completion, you will be able to communicate how your doctoral research contributes to social change.

### **Synthesizing the Literature**

The purpose of this seminar is to build student competency in synthesizing information for effective academic writing. Topics include synthesizing information for a literature review; distilling information for the research paper; and applying critical-thinking skills for persuasive, informative writing. Upon completion, you will understand the important aspects of writing for an academic audience and will be able to distinguish between summary and synthesis.

### **Tools for Qualitative Research**

The purpose of this seminar is to provide an overview of qualitative data analysis and considerations in how to analyze qualitative data. Topics include aligning data analysis strategies with the appropriate research design, a brief discussion of the pros and cons of using data management software, and generic tools and strategies for data analysis such as coding, matrices, concept maps, and memos. Upon completion, students will understand issues in making choices about data analysis and apply these considerations to their own research project.

### **Using Secondary Data in Research**

The purpose of this seminar is to provide an introduction to you, as researchers, seeking to draw upon secondary data sources in your research. Topics include working with groups and institutions that make (or will make) data sets publicly available, designing research to make appropriate use of secondary data sources, and addressing common methodological concerns with using secondary data sources. Upon completion, you will be able to describe the strengths and limitations of using secondary data and to identify potential sources of secondary data.

### **Writing at the Doctoral Level**

The purpose of this seminar is to build skills in analyzing and synthesizing social and behavioral science writing. Topics include constructing effective arguments based on evidence from scientific literature and recognizing and addressing common challenges to writing in academic settings. Upon completion, you will list personal goals and strategies to improve your writing and apply these skills to write effective arguments.

### **Doctor of Public Health (DrPH) Residencies**

Doctoral candidates in the DrPH program are required to attend two face-to-face residencies. At the first residency, candidates interact with one another and with program faculty members, building their networks and reinforcing their identities as members of the Walden DrPH community. The residency agenda features sessions on the structure of the DrPH program, the

nature of the doctoral study and the process of its completion, leadership in the discipline, and current topics in the profession.

The focus of the second residency is to assist candidates in the completion of the doctoral study proposal and the doctoral study. In addition to presentations on current topics in the discipline, students participate in sessions on doctoral study success strategies as well as presenting and disseminating research. 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 Quality, student success advisors, and student support staff.

## Residency Timing

Residency	Required or Optional	Timing
Residency 1	Required face-to-face	<p><b>Complete Residency 1 face-to-face as soon as you begin your program;</b> should be taken within 90 days of completing PUBH 8003 AND prior to PUBH 8246.</p> <p><b>Focus:</b> Program orientation, leadership in the discipline, overview of doctoral study capstone project, program and student success advising, and socialization into the profession.</p>
Residency 2	Required face-to-face	<p><b>Complete Residency 2 face-to-face after PUBH 8246 AND prior to PUBH 9100 Research Forum.</b></p> <p><b>Focus:</b> Completion of the doctoral study proposal and capstone project, presenting and disseminating research, program and student success advising.</p>

## Learning Outcomes

The following are key learning outcomes you will be expected to achieve as part of your residency experiences at each level:

### *Residency 1*

Demonstrate an understanding of the necessary elements required to complete the program.

Use university support services to contribute to the successful completion of the doctoral degree.

Utilize critical-thinking skills expected of doctoral students.

Demonstrate an understanding of the literature review process necessary to complete the doctoral study.

Demonstrate leadership skills expected of doctoral students.

Demonstrate best practices in presentation skills.

Demonstrate an understanding of quantitative approaches necessary to complete the doctoral study.

Demonstrate the ability to formulate appropriate research questions for the doctoral study that incorporate social change.  
 Identify strategies for continued professional development as scholar-practitioners.

*Residency 2*

Utilize critical-thinking skills expected of doctoral students.  
 Demonstrate leadership skills expected of doctoral students.  
 Demonstrate an understanding of research elements necessary to complete the doctoral study such as research design and methodology.  
 Demonstrate an understanding of quantitative approaches necessary to complete the doctoral study.  
 Demonstrate best practices in presentation skills.  
 Demonstrate an understanding of what is required to disseminate research within the appropriate field.  
 Identify strategies for continued professional development as scholar-practitioners.

**Doctor of Social Work (DSW) Residencies**

Doctoral candidates in the DSW program are required to attend one face-to-face residency. Candidates interact with their peers and faculty as well as expand their clinical skills and create strategies for developing their action research projects. The residency is designed to enhance both their development as a social work clinician and a scholar-practitioner so they can create positive social change.

**Residency Timing**

Residency	Required or Optional	Timing
Residency 1	Required face-to-face	<p><b>Complete the residency face-to-face as soon as you begin your program;</b> required before you begin your action research project.</p> <p><b>Goals:</b> Socialization into Walden, community building, and continued development of clinical skills</p> <p><b>Components:</b> Orientation, colloquia on professional identity, team building, interviewing and listening skills, and scholarly writing</p> <p><b>Format:</b> Seminars, small groups, and co-teaching with doctoral-level faculty</p> <p><b>Focus:</b> Action research methods and skills, teaching and supervision in clinical social work practice, and advanced clinical skills</p>

## **Learning Outcomes**

### *Residency 1*

The following are key learning outcomes you will be expected to achieve as part of your residency experience:

- Develop the skills necessary to address social problems and needs of various social groups.
- Summarize the role of action research in addressing social problems.
- Develop effective prevention and intervention strategies.
- Examine the history of the social work profession and its relevance to current practice.
- Critically examine literature related to the etiology of social problems.
- Develop the ability to be an advocacy leader in the social work profession.
- Relate cultural factors to clinical social work practice.
- Apply social work values and ethics.

## **Residency Session Abstracts**

Residency Session Abstracts—DSW

*Residency Session Abstracts—DSW*

## **Residency Session Abstracts**

### **Ethics**

As part of your professional career as a social worker, you will have to face ethical dilemmas that require you to evaluate your own morals and values in relation to the care of your clients resulting in a myriad of possible responses. To prepare for real and complicated ethical challenges that lie ahead, it is important to understand the complexities of ethical decision making. This session is intended to promote critical thinking ability and provide you with opportunities to better understand why you make the ethical decisions that you do.

### **Engagement and Assessment**

During this session, you will be given information to explain and utilize skills of engagement. With other students, you will discuss the purpose of authenticity and empathy during engagement and assessment as well as practice assessment skills.

### **Faculty Advising**

The faculty members are a resource for you. As such, you are invited to make optional advising appointments with faculty advisors who can answer questions regarding your professional development as a social worker.

### **Field Overview**

This seminar introduces you, as a student, to your field experience. At the end of this session, you will be able to explain the purpose of field education as the signature pedagogy, identify key field personnel, and explain the requirements of field placements.

## **Groups**

During this session, you will consider the various dimensions and theories of group work and identify factors that contribute to group outcomes and group dynamics. Student will apply the practice skills that contribute to group formation, implementation, and termination.

## **Interventions**

From this presentation, you will be given information to identify how to choose an evidence-based intervention, explain the importance of using a strengths-based approach, and understand the roles and skills used as a generalist practitioner.

## **Introduction to the Profession**

As a new social worker, you will be socialized to the profession during this presentation. You will define the profession of "social work"; identify, discuss, and apply the three levels of social work interventions; and address common myths about the social work profession.

## **Next Steps/Debrief**

We will review the experience of residency, address any additional questions that you might have regarding the content covered, and discuss next steps in the MSW program during this session.

## **Organizations**

As part of this seminar, you will be given the information to analyze organizations and their functions within the context of systems theory. You will distinguish between for-profit and not-for-profit organizations and identify practices and strategies that facilitate coalition development.

## **Safety in Field**

Social workers need to understand and mitigate the general safety risks that can be part of your profession. During this session, you will discuss with other students the use of a safety assessment, understand the importance of a safety plan, identify potential safety risks, and review strategies for addressing safety risks.

## **Scholarly Writing**

The purpose of this seminar is to introduce you to writing at the graduate level. Topics include APA style, paraphrasing, plagiarism, grammar, and resources within the university to help you achieve your writing goals.

## **Working With Communities**

In this seminar, you will be given the information to analyze how the concept of "community" is defined. You will examine communities as social systems composed of multiple interactions and identify and apply community-organizing strategies that facilitate community development.

## **Working With Individuals and Families: The Mandated Client**

Through this session, students will understand the differences in a practice model for voluntary clients versus involuntary clients. Other topics include the benefits of using family solution-focused therapy with mandated clients and understanding practice techniques that help build a client-centered therapeutic relationship with mandated clients.

## **PhD in Counselor Education and Supervision Residencies**

### **Descriptions**

#### *Residency 1—Socialization (4 days)*

**Timing:** Complete Residency 1 face-to-face as soon as you begin your program; no later than within 90 days of completing your Foundations course (within the first two terms of your program).

**Format:** Orientation, colloquia on professional identity, team building, and scholarly writing.

Students attend Residency 1 during their 1st quarter of doctoral studies. One of the primary outcomes of this experience will be a sense of community among doctoral students. 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.

Residency 1 socializes new students into the Walden doctoral community of scholar-practitioners. Topics include doctoral competency development, orientation to academic support services and networking, community building, writing at the doctoral level, using APA style, library search skill building, and professional development. At the close of the residency, students will complete a self-assessment and identify goals for continued development of their skills and practices.

#### *Residency 2—Research Methods: Advanced Clinical Skills Residency*

**Timing:** Complete Residency 2 face-to-face after RSCH 8110, COUN 8125, COUN 8115, RSCH 8210 while taking COUN 8203 in order to advance in the program.

**Format:** Prospectus writing and professional presentations.

In this residency, PhD in Counselor Education and Supervision students will meet in conjunction with the MS in Clinical Mental Health Counseling program students. This PhD 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 the second and third PhD residencies, while incorporating learning experiences specific to counselor education and supervision.

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.

In addition to special topic workshops, students will begin to develop skills in supervised teaching and clinical supervision in a face-to-face environment. Students will also have the opportunity to advance their skill development related to group counseling. During this residency, students will write and present their research paper to their peers and work with a group to create a 3- to 5-page prospectus for a refereed counseling journal article or a presentation proposal and PowerPoint for a professional conference presentation.

In Residency 2, students will develop advanced clinical skills and assessment practices in counseling, quantitative and qualitative research design, and counseling supervision. Topics include development of research questions, alignment of research questions and methodologies, social change and research, and literature critique and synthesis. During the residency, students will examine their professional identity as a counselor educator and develop key components of a research plan. A maximum of 48 hours of this residency will count toward the 600 clock hours for the internship.

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

### *Residency 3—Prospectus and Proposal*

In this residency, PhD in Counselor Education and Supervision students will have another opportunity to meet with students in the MS in Clinical Mental Health Counseling program. Because of the combined Counselor Education and Supervision/Clinical Mental Health Counseling experience, this PhD 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 residency is designed to extend students' understanding of teaching, clinical supervision, research, and assessment practices in counseling. As a complement to both the Clinical Supervision and Teaching in Counselor Education courses, this residency will engage students 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; cultural competence in counselor education and supervision; advanced assessment practices in counseling; quantitative, qualitative, and mixed-methods research designs; refereed journal publication; the dissertation processes at Walden; social change and research; prospectus review; and professional presenting.

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

In this residency, students will gain the teaching and supervision experiences that are required by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). They will gain a greater understanding of teaching, clinical supervision, and the research techniques they will use to develop their prospectus or dissertation proposal. A complement to both the Clinical Supervision and Pedagogy in Counselor Education courses, this residency engages students in supervised teaching, course development, and clinical supervision experience in a face-to-face environment. A maximum of 64 hours of this residency will count toward the 600 clock hours for the internship. During the residency, students will complete a research alignment tool to inform and guide their dissertation research planning.



## Learning Outcomes

At the end of these residencies, students will be able to:

- Use critical-thinking skills expected of doctoral students.
- Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in their discipline.
- Use university support services to contribute to the successful completion of the dissertation and doctoral degree.
- Analyze research ideas through engagement with faculty members and student colleagues to formulate appropriate research questions to be pursued in the doctoral dissertation.
- Conceptualize, design, and execute dissertation research studies that reflect doctoral level thinking and have the potential to contribute to positive social change.
- Conduct peer review to receive and provide critical feedback to shape the dissertation proposal and results that follow from the data analysis.
- Demonstrate proficiency in quantitative and qualitative data collection and analysis approaches to support what is learned in research courses and what is required for the dissertation.
- Articulate and demonstrate competency in professional practice skills required by student's discipline.
- Write a plan for research dissemination (e.g., peer-reviewed journal article, conference presentation, book, workplace settings, or other venues).
- Identify strategies for continued professional development as scholar-practitioners.

## Residency Session Abstracts

*PhD in Counselor Education and Supervision 1*

Residency Session Abstracts—PhD

*PhD in Counselor Education and Supervision 2 and 3*

Residency Session Abstracts—PhD in Counselor Education and Supervision

*Residency Session Abstracts—PhD in Counselor Education and Supervision*

## PhD in Counselor Education and Supervision Residency Session Abstracts

### Residencies 2 and 3

#### Clinical Paperwork and Skills Practice/Taping With Residency 2

In this session, you will observe, participate in, and potentially lead content sessions with Residency 2 master's cohort groups as they focus on the effective use of clinical paperwork in

working with clients. In addition, this session will assist beginning counselors in developing interpersonal abilities that are needed in the counseling profession.

### **Counseling Theories Skills and Practice With Residency 2**

In this session, you will observe, participate, and potentially lead content sessions with Residency 2 master's cohort groups as they focus on the integration of counseling theories in working with clients. In addition, this session will assist beginning counselors in developing interpersonal abilities that are needed in the counseling profession.

### **Data-Driven Practice**

Upon completion of this session, you will be able to define evidence-based practice in the field of counseling and will be able to analyze strategies for implementing the scholar-practitioner model throughout the Counselor Education and Supervision program.

### **Dissertation Writing Guidance: The Dissertation Rubric and the Dissertation Writing Template**

The purpose of this seminar is to introduce you to Walden's dissertation template and the dissertation rubric. Topics include understanding the key information required in the dissertation, formatting the dissertation, and using the template and rubric. Upon completion, you will be able to articulate the required sections of the dissertation and evaluate the attributes of a high-quality dissertation.

### **Fieldwork Presentation**

This session will provide you with information about the Counselor Education and Supervision Practicum and Internship experience. The application process, required activities, supervision model, and documentation will be covered.

### **Group Co-Facilitation (MS Residency 2)**

Work with your master's residency faculty member to co-facilitate the master's Residency 2 required group sessions.

### **Group Work**

During this session, you will consider and evaluate your experiences as group facilitator and what you expect of group members. The various dimensions and focus areas of clinical group work as well as the complexities of multicultural issues related to group work will be examined. You will prepare to serve as co-facilitator in faculty-led groups for master's counseling students.

### **Introduction to American Psychological Association (APA) Style References and Citations**

The purpose of this seminar is to practice American Psychological Association (APA) style and skills with the goal of improving academic writing. Topics include proper formatting for all types of in-text citations, proper citation to avoid plagiarism, and common reference formats. Upon completion, you will be able to effectively use APA style in written work and will gain the confidence needed to engage in the continued development of your academic writing.

### **Large Group Skills Development**

You will assist master's faculty members in fostering development of master's students' skills in working effectively with clients.

### **Methodology Sessions**

### **Interviewing**

The purpose of this seminar is to provide you with training in interviewing skills necessary for qualitative data collection for doctoral research. Topics include designing good interview questions, using probes, establishing rapport, and managing interviewer response and behavior so as not to influence the data collected. Upon completion, you will be able to distinguish best practices in conducting interviews for research.

### **Mixed Methods**

The purpose of this seminar is to provide you with a basic introduction to mixed methods. Topics include approaches to mixed-methods analysis, components of a mixed-methods study, and integration of quantitative and qualitative approaches to address research questions. Upon completion, you will be able to determine whether a mixed-methods study is suitable based on the research question(s).

### **Multiple Regression**

The purpose of this seminar is to provide you with a basic introduction to practical aspects of linear regression. Topics include underlying assumptions; practical aspects of regression, including nature of variables (categorical or continuous), number of variables, and statistical control; the concepts of mediation and moderation; and interpretation of a linear regression output. Upon completion, you will be able to run and interpret a multiple regression using SPSS independently.

### **Observation**

The purpose of this seminar is to provide training in observation skills necessary for qualitative data collection for doctoral research. Topics include designing and using observation protocols and objective observation. Upon completion, you will be able to distinguish best practices in conducting observations for research.

### **Qualitative Methods**

The purpose of this seminar is to familiarize you with the various methods in a qualitative research design. Topics include case study, phenomenology, grounded theory, ethnographic studies, narrative inquiry, and design validity. Upon completion, you will be able to distinguish between qualitative method options and explain how to establish trustworthiness in qualitative research.

### **Using Secondary Data in Research**

The purpose of this seminar is to provide an introduction to you, as researchers, seeking to draw upon secondary data sources in your research. Topics include working with groups and institutions that make (or will make) data sets publicly available, designing research to make appropriate use of secondary data sources, and addressing common methodological concerns with using secondary data sources. Upon completion, you will be able to describe the strengths and limitations of using secondary data and to identify potential sources of secondary data.

### **Pragmatic Aspects of Research**

The purpose of this seminar is to explore the pragmatic issues of research that you may encounter in the process of conducting your independent research. Topics include advantages and disadvantages of using primary or secondary data, using data from your own workplace, intervention research, Institutional Review Board (IRB) functions and application, and

negotiating IRBs from multiple sites. Upon completion, you will be able to consider various aspects of the research enterprise and make decisions relevant to your research capstones.

### **Preparation for Professional Presentations**

You will present your professional research presentation to CES 2 students and CES faculty members. Use this time to work in groups or independently to prepare your presentation. CES faculty members will be available for consultation during this process.

### **Principles of Instrument Selection and Development**

The purpose of this seminar is to introduce you to principles of instrument selection and development. Topics include instrument reliability and validity; guidelines for using existing instruments; and selecting appropriate instruments for the research capstone. Upon completion, you will be able to apply principles learned to select an appropriate existing instrument, or protocol, or develop a new one.

### **Processing/Advising**

In this session, you will join your CES 3 cohort group to discuss experiences with the master's cohort groups. Your observations of your master's faculty member's approach, as well as a discussion of your own philosophy of teaching, will be discussed. Be prepared to practice presentation of counseling skills content during these processing sessions. You can also discuss your program of study in scheduled advising sessions during this time.

### **Processing/Advising and Teaching Practice**

In this session, you will join your CES 2 cohort group to discuss experiences with the master's cohort groups. Your observations of your master's faculty member's approach, as well as a discussion of your own philosophy of teaching, will be discussed. Be prepared to practice presentation of counseling skills content during these processing sessions.

### **Professional Comportment and Social Change**

The purpose of this seminar is to build upon your professional comportment as a doctoral student in the Counselor Education and Supervision program. You will meet with other students and faculty members to discuss expectations of behavior among doctoral level practitioners and methods of facilitating professional comportment among master's-level trainees. You will also discuss how to integrate social change into your research, teaching, supervision, service, and practice. Topics include defining social change in counseling and effecting social change as counselor educators. Upon completion, you will be able to communicate how your doctoral preparation as a counselor educator can contribute to social change on both micro and macro levels.

### **Professional Identity Colloquium**

Join us for a warm residency welcome featuring announcements and an overview of the residency experience. The purpose of this meeting is to provide you with an overview of the outcomes associated with each of the two PhD in Counselor Education and Supervision (CES) residencies, as well as the overall philosophy of the residency experience. In addition, you will discuss the fieldwork expectations for CES doctoral students. Upon completion, you will be aware of expectations surrounding professional interaction with master's-level students, demonstration of counseling skills, supervision of skills in the laboratory, and facilitation of counselor skills development.

### **Publishing in Professional Journals**

The purpose of this seminar is to engage you and other students in discussion of issues relevant to your academic and professional disciplines and to work toward building professional competence in your respective field. Upon completion, you will be able to think critically about past, current, and emerging issues in your field; articulate concepts relevant to your discipline; and engage in self-reflection as a scholar-practitioner in your discipline.

### **Reflective Skills: Teaching and Practice With MS Residency 1**

In this session, you will observe and participate with your assigned master's cohort groups as they gain knowledge of reflective listening skills. Empathy is the key to the counseling relationship. In these sessions, MS students will learn to enhance their empathy skills. They will learn how to listen reflectively so they may effectively respond to materials provided by clients. In addition, this session will assist beginning counselors in developing interpersonal abilities that are needed in the counseling profession.

### **Research Design and Methodologies**

The purpose of this seminar is to explore common quantitative, qualitative, and mixed-method designs. Topics include key strengths and limitations to designs in each methodology and criteria for selecting the best research method and methodology for a given research question. Upon completion, you will be able to determine the optimum research design method and methodology for a given research question.

### **Research Presentation Review and Prospectus Panel**

The purpose of this seminar is to introduce you to the critiquing process and to offer constructive feedback on early drafts of the dissertation prospectus or proposal. Topics include critique and discussion of the problem statement, method, and research questions or hypotheses. Upon completion, you will be able to use results of the critique to write a clear and concise prospectus.

### **Skills for Doctoral Research 1: Translating Research Ideas Into Research Questions**

The purpose of this seminar is to facilitate learning at the beginning stages of doctoral research. Topics include translating a research idea into a research question, connecting theory to research, and moving from social problem to research problem. Upon completion, you will be able to develop a research question based on a research problem.

### **Skills for Doctoral Research 2: Connecting Research Questions to Methodology**

This seminar is an introduction to quantitative, qualitative, and mixed-methods research methodologies. Topics include research design principles, scientific objectivity, and linking research questions to appropriate design. Upon completion, you will be able to choose the best methods to answer a given research question.

### **Skills for Doctoral Research 3: Literature Critique**

The purpose of this seminar is to apply understanding of the components of the research process to actual peer-reviewed articles. Topics include identifying research questions and/or hypotheses and research methodologies, and critiquing strengths and limitations of scientific literature on key quality indicators. Upon completion, you will be able to critique scientific research literature.

### **Small Group Advising MS**

Join your MS cohort group for a discussion of state licensure requirements.

### **Supervision-1**

The purpose of this seminar is for you, your fellow students, and faculty member to discuss the role of clinical supervision within the counselor training experience. The benefits and goals of clinical supervision, as well as expectations for supervision activities during residency, will be discussed.

### **Supervision-2**

The purpose of this seminar is for you to discuss and explore your own assumptions about and experiences with clinical supervision. You will identify the various dimensions and focus areas of clinical supervision and will examine multicultural considerations in supervision. In addition, you will discuss your thoughts about your own supervisory style.

### **Teaching Practice/Critique**

In this session, you will prepare for teaching experiences that you will have with master's counseling cohorts during the residency. Content sessions for the master's students will be reviewed and discussed. Be prepared to practice presentation of counseling skills content during this session.

### **Teaching-1**

During this session, you will discuss the role of counselor-educator as teacher. Educational requirements of Council for Accreditation of Counseling and Related Educational Programs (CACREP) master's programs, ethical considerations in teaching, and the role of co-instructor will be addressed. In addition, you will establish your own goals for improving your teaching skills during your residency experience.

### **Teaching-2**

During this session, you will identify and explore your own assumptions about and experiences with pedagogy. The various dimensions of teaching will be explored as well as multicultural influences in teaching master's-level counseling students. You will begin to examine your own philosophy of teaching and ethical practice within the instructor/student relationship.

### **Topic Presentations**

CES Residency 3 students will present their research topics. Be prepared to ask questions, provide feedback, and critique the direction of the student's research. This session is mandatory.

Present your research topics to CES Residency 2 students and faculty members. Please bring a flash drive with your presentation to the session; come prepared to present your material and field questions and comments from the audience.

## ***School of Psychology Blended Academic Year in Residence***

### **Clinical Psychology and Counseling Psychology Specializations and PhD in Clinical Psychology Only**

The Blended Academic Year in Residence (BAYR) is designed to provide students with the critical clinical skills that are essential for professional practice in the field of psychology. As part of the BAYR experience, students will complete eight courses in a blended format (40 quarter credits total). Students will take part of each course online, but the majority of the course will occur in person with their classmates and faculty at Walden University in Minneapolis,

Minnesota. Students will be required to travel to Minneapolis once per quarter to complete the in-residence portion of the courses. Students will travel to Minneapolis four times during the BAYR, once each quarter, for 9-day sessions Saturday through the following Sunday including travel time. These sessions are required to pass the course and successfully complete the BAYR.

The Blended Academic Year in Residence allows students to focus on development as a doctoral student and practitioner-in-training. This period of study allows for the acquisition and evaluation of skills essential for supervised and entry-level practice in practicum and internship placements including assessment and interventions skills based on evidence-based practice using empirically supported techniques to identify and resolve psychological difficulties. Additional coursework in ethics, consultation, and supervision as well as multicultural psychology during the BAYR will complement the student's training. Additionally, students will focus on research and dissertation skills with the guidance of faculty and in concert with their peers.

The BAYR offers a unique opportunity for students to become socialized into the profession of psychology, encouraging close interaction with faculty and fellow students. During BAYR, students' progress and the evaluation of knowledge, skills, and abilities required for scholarship and professional practice at the doctoral level will be assessed.

## **BAYR Requirements**

Students must attend their first academic university residency (typically occurs in the first 90 days after matriculation), as well as complete the prerequisite coursework as outlined in the specialization's program of study.

The BAYR is required for completing the PhD in Psychology with a specialization in Clinical Psychology or Counseling Psychology and for the PhD in Clinical Psychology.

BAYR typically takes place during the 6th through 9th quarters of the student's program.

The BAYR spans 12 consecutive calendar months, a standard requirement for doctoral training in psychology.

The BAYR is comprised of eight courses completed over 4 quarters in blended format.

BAYR allows for formal and informal interaction with faculty, administrators, students, staff, and other professionals.

### *BAYR Courses for Counseling Psychology Specialization*

Ethics and Standards of Psychological Practice

Cognitive Assessment

Personality Assessment

Multicultural Psychology

Career Assessment and Intervention

Cognitive Behavioral Therapy

Writing a Quality Prospectus in Psychology

Consultation and Supervision in Psychology

## *BAYR Courses for Clinical Psychology Specialization and PhD in Clinical Psychology*

Ethics and Standards of Psychological Practice  
Cognitive Assessment  
Personality Assessment  
Multicultural Psychology  
Clinical Psychopharmacology  
Cognitive Behavioral Therapy  
Writing a Quality Prospectus in Psychology  
Consultation and Supervision in Psychology

Students should contact Student Success Advising to determine the specific BAYR requirements. Students are also responsible for contacting their state licensing boards and for understanding the state-specific requirements for residency.

### **Residency Session Abstracts—AYR, School of Psychology Academic Year in Residence**

#### *AYR Residency Session Abstracts*

##### **Achievement Test Practice Session**

This session is designed to be a hands-on practice with various achievement testing instruments. Students will have the opportunity to ask clarifying questions and to focus on specific aspects of the achievement assessment tools.

##### **Advanced Assessment**

During this large group lecture, faculty members from the Clinical, Counseling, and School Psychology disciplines will discuss how assessment impacts initial case conceptualization, using case examples relevant for clinical practice. Integrating assessment data into diagnosis and treatment planning is emphasized using an evidence-based practice model.

##### **Advanced Assessment—Application**

In small groups guided by faculty members, you and other students will receive an additional case study and work to integrate assessment data into the conceptualization, diagnosis, and treatment planning for the case based on an evidence-based practice model and will utilize empirically supported interventions and practices as the foundation for the exercise.

##### **Advanced Assessment—Model**

In a large group, you, your fellow students, and faculty members will review and evaluate the influence of assessment processes and data on conceptualization, diagnosis, and treatment planning from an evidence-based practice perspective using a specific case.

##### **Assessment Classroom Orientation**

The goal of this session is to discuss specific questions you may have about the AYR learning experience. Faculty members will review techniques to maximize classroom learning and behavioral expectations, and will highlight educational goals for cognitive and personality tracks. In addition, a broad overview of the daily schedule will be discussed, and you will learn more about faculty members' teaching pedagogy and teaching styles.



## **Assessment Research Seminar**

Faculty members will facilitate an empirically based discussion on a topic relevant to professional psychology.

### **Case Conceptualization**

In this interactive workshop, you, your fellow students, and faculty members will conceptualize a single case from each of the three perspectives covered in the lecture. You will learn firsthand how the different perspectives view client issues and how to integrate those views into a plan for treating a particular client.

### **Case Conceptualization–Application**

In this follow-up workshop, you and your fellow students will divide into cohort groups of three. Each group will be randomly assigned one of the three case conceptualization perspectives and will be asked to develop a conceptualization of a new case from the assigned perspective. Faculty members will support each group, offering guidance and consultation as the case is developed. Each group will present a final report and participate in closing discussion.

### **Case Conceptualization–Model**

In this interactive workshop, you, your fellow students, and faculty members will conceptualize a single case from each of the three perspectives covered in the lecture. You will learn firsthand how the different perspectives view client issues and how to integrate those views into a plan for treating a particular client.

## **Children and Adolescents**

Through large group lecture, you will learn to identify the most important issues to consider when working as a clinician with children and adolescents. This lecture will combine developmental theory and perspectives, research related to work with children and adolescents, diagnostic issues/considerations, and empirically based approaches to employ with this population.

### **Children and Adolescents–Application**

In small groups, you will work with other students and faculty members to identify specific issues relevant for working with children or adolescents using additional assigned case studies. Faculty members will help guide and direct your efforts.

### **Children and Adolescents–Model**

In a large group, you, your fellow students, and faculty members will review and evaluate a specific case study of either a child or adolescent. A model of case conceptualization will be presented and you will contribute to the diagnostic and treatment plan development with the case, guided by professional development faculty.

## **Clinical Training: Observation and Discussion**

You will observe clinical training and participate in a faculty-led discussion.

## **Clinical Workshops**

### **Integrating Psychodynamic and Cognitive Behavior Therapies: A Model for Effective Practice**

The basic theories of psychodynamic and cognitive behavior therapies will be discussed, including similarities and differences. The interventions of these models will be explored and

case examples will be given to show how the theories can lend themselves to integrated practice. Case examples will relate to a broad range of diagnostic categories and problems in living.

### **The Integration of Theoretical Perspectives in the Treatment of Eating Disorders: A Multidisciplinary Approach**

Eating disorders are likely to conjure up images of individuals performing rituals around food and obsessing about what and how much to eat; as well as concerns of individuals being very preoccupied with their body image. This workshop will address the challenges in working with this population including identifying co-morbidity and family issues. Effective evidence-based therapeutic approaches including Motivational Interviewing, DBT, CBT, Interpersonal Therapy, Family Therapy, ACT, Nutrition Therapy, and medical monitoring will be explored.

### **Social Change/Justice and Advocacy**

This seminar will focus on the ethical obligations of psychologists in relation to social change and social justice. We will discuss the leading figures in the field of psychology who are proponents of social change. Research involving the influences that psychologists have on a global level will be a major focus. Additionally, the issue of group injustice will be discussed. Lastly, Goodman's Training Model for psychology students and the connection to advocacy will conclude the presentation.

### **Trauma Focused: Cognitive Behavior Therapy**

This seminar will address a primer on Trauma Focused: Cognitive Behavior Therapy. This procedure is the only empirically based intervention used with children and adolescents who have experienced trauma or a traumatic event. The presentation will also include background on the incidence of traumatic events in childhood, a summary of symptomatology, and best practice in working with families and other professionals.

### **Video Self-Modeling With Children With Autism**

Video self-modeling is an empirically valid technique that has been used successfully with a wide variety of populations and behaviors. Research in the use of this technique with children with autism has been particularly promising. Dr. Steven Little will discuss applications of this technique including development of videos and implementation of the technique. He will also present his own research including the research of a Walden graduate who completed her doctoral dissertation in this area.

### **Cognitive Assessment: Classroom Lecture**

This clinic, led by key faculty members and graduate students, involves further skills development and is designed to be a hands-on practice with various testing instruments. You will also have an opportunity to ask clarifying questions, review the previous day's skills, and focus on specific aspects of the cognitive assessment tools.

### **Cognitive Assessment: Classroom Lecture**

#### **Foundations of Cognitive Assessment/Introduction to Wechsler Scales**

This clinic to further develop skills is led by key faculty members and graduate students and is designed to be a hands-on practice with various testing instruments. You will also have an opportunity to ask questions, review skills, and focus on specific aspects of the cognitive assessment tools.

### **Cognitive Assessment: Classroom Lecture**

#### **Report Writing Part 1 and Report Writing Part 2**

An assessment is not complete until the final psychological report is written. This is perhaps the most visible and time-consuming task that the psychologist performs and can significantly impact the well-being of clients and the psychologist's professional reputation, and represents acquired knowledge and skill sets. Good report writing involves repeated practice and skill and the ability to interpret the test scores into language that is understandable by a variety of audiences. This lecture introduces the basics of cognitive report writing.

### **Cognitive Assessment Master Lecture**

#### **History and Foundation of Cognitive Assessment**

This session focuses on the historical basis and development of cognitive assessment. We will examine the construction and development of most commonly used assessment instruments. One key concept that will be learned in this session is that cognitive assessment often serves as the foundation of a psychologist's diagnostic toolbox.

### **Cognitive Assessment Seminars**

Cognitive stream students will break into a home classroom for smaller group work with an individual instructor. This will include discussion of the practice of cognitive assessment and practice with the cognitive assessment tools.

### **Colloquium: Student Case Presentations**

You will present complex case studies including case conceptualization, diagnosis, treatment planning, and cultural and ethical implications using all information from the various educational activities provided throughout the week. A team of faculty members will observe and provide feedback.

### **Cultural Competency in Professional Practice**

This session focuses on the diverse aspects of culture that professional psychologists encounter in practice. Following a faculty member's presentation highlighting the important issues related to multicultural competence, you and other students will discuss specific situations you may encounter as practicing psychologists, including the incorporation of self-reflection about culture and knowledge acquisition about specific cultural/societal groups from an evidence-based practice perspective.

### **Discussion With Students About Current and Future Careers**

You and your fellow students will be invited to share your current careers in the mental health field and/or your career aspirations related to becoming a psychologist. You will have the opportunity to hear how faculty members have developed their career goals and interests.

### **Dissertation Preparation**

Faculty members will address several topics related to the dissertation process including choosing a topic, developing a doctoral-level research question, strategies in selecting and procuring a committee, and how to make progress on the dissertation while on practicum and internship or as a working professional and student.

### **Early Career Day: Roundtable Discussions**

You and other students will meet with faculty members to discuss advanced issues arising from the topics presented related to early career psychologists.

### **EPPP/Applying for State Licensure**

Faculty members will explain and provide examples of effective strategies for preparing to take the national licensure exam and will discuss factors to consider when preparing to apply for state licensure.

### **Ethics in Professional Practice**

This session will address ethical issues for professional psychologists. Following a brief presentation highlighting professional ethical standards of the American Psychological Association (APA), you will discuss specific situations you may encounter as a practicing psychologist and how to incorporate the APA ethical standards and standards unique to your state's licensing laws and regulations into clinical practice.

### **Families**

Using large group lecture, faculty members will discuss the evolution of family, or systems, therapy. From the early use of rituals in treating individuals and families, with the influence of psychoanalysis, learning and behavior theories, and in consideration of the Darwinian perspective, modern family systems therapy emerged. The major early theorists, including Jay Haley, Nathan Ackerman, Murray Bowen, Carl Whitaker, Virginia Satir, and Salvador Minuchin, will be examined, their theories defined, and modern-day approaches to systems work reviewed.

### **Families–Application**

In small groups, you and other students will work with faculty members to identify and demonstrate an intervention from one of the family systems case studies previously modeled. Based on a newly assigned case, you will discuss how the introduction of a family systems approach influences the case conceptualization, selected treatment strategies, and diagnostic considerations.

### **Families–Model**

You will work with faculty members to review and conceptualize a family/systems case. You will participate in demonstrations of key intervention strategies, discuss the theoretical and empirical foundations and purpose of these interventions, and through the use of a specific case guided by faculty members will develop and evaluate a case conceptualization through the "lens" of a family systems perspective.

### **Field Placement Applications**

The Field Education Coordinator will review the practicum and internship application processes including prerequisites, documentation required, and university deadlines, as well as other relevant information needed to prepare for practicum and internship placement.

### **Field Placement Seminar**

Students who sign up in advance will have the opportunity to ask specific questions about field placement opportunities in their areas of interest.

### **Field Placement Session**

You will meet with field placement faculty members to learn, review, and discuss the requirements and procedures for successful completion of practicum and internship.

### **Group Advising**

You, your fellow students, and faculty members will discuss remaining issues and questions

related to the topic presented the day before. This is an opportunity for interactive discussion and questions/answers about the particular topic under review.

### **Groups**

Using large group lecture, faculty members will review the unique factors important in working with groups in therapy. This presentation will include interactive components allowing you to ask questions and demonstrate skills, will provide an empirical foundation for evidence-based practice in group therapy, and will review the ethical and legal considerations of work as a group therapist. Major group theorists including Yalom and Corey will be presented.

### **Groups–Application**

In small groups guided by faculty members, you and other students will process issues related to practicing group therapy including appropriate self-disclosure, different types of groups, and ethical/legal considerations of group work.

### **Groups–Model**

You, your fellow students, and faculty members will review and evaluate a specific group therapy session demonstration and case example using an evidence-based practice strategy and in line with major theorists and leaders in the field of group practice.

### **Individual Advising**

You will meet with faculty members for individual advising about your research and career interests.

### **Intensive Skills Development Seminar 1**

#### **Report Writing**

This seminar will cover the fundamentals of report writing and provide time for you to apply the skills you have been learning through group work on a case study.

### **Intensive Skills Development Seminar 1**

#### **WAIS Scoring**

This seminar is designed as a refresher for personality students who likely are nearing practicum and have not practiced cognitive assessment skills for some time. It will cover rules and scoring for the WAIS-IV.

### **Intensive Skills Development Seminar 2 (Cognitive)**

#### **WAIS Rules and WISC Subtests**

The WAIS-IV and WISC-IV are the most widely used cognitive assessments in the field today. It is critical that you understand the rules associated with each subtest. This session will review and highlight the WAIS and WISC rules.

### **Intensive Skills Development Seminar 2 Master Lecture (Personality)**

#### **Integrated Report Writing**

Report writing is a critical skill for assessment in practicum, internship, and practice. This session will review the concepts for building a fair and informative report that integrates background information and assessment results from both cognitive and personality tests.

### **Intensive Skills Development Seminar 3 (Cognitive)**

#### **Cultural Complexities**

This seminar will focus upon heightening your awareness and will explore the necessity of addressing cultural complexity when assessing clients. The session will provide you with the opportunity for discussion about how clients' cultural backgrounds impact their presentation and responses during assessment, as well as strategies for assessing clients with various cultural backgrounds.

### **Intensive Skills Development Seminar 3 (Personality) Integrated Report Writing and Case Studies**

You will work in groups to develop an integrated report. The session will provide time for discussion of the various sections of the report as created by each group. This session will help you to improve your report writing skills.

### **Intensive Skills Development Seminar 4 Master Lecture Rorschach**

This session will cover administration and scoring of the Rorschach. It has been designed as a master lecture for all personality students, allowing discussion, sharing of ideas, and approaches with your peers and faculty members.

### **Intensive Skills Development Seminar 4 Master Lecture (Cognitive)**

#### **Achievement Tests**

This session will provide in-depth information about the WIAT-III and how the WIAT-III may be used to identify learning disorders. An understanding of the WIAT-III will build upon your knowledge of the WAIS-IV and WISC-IV gained during the first week of assessment courses.

### **Intensive Skills Development Seminar 5 (Cognitive)**

#### **Achievement Tests and Case Studies**

You will work in groups to evaluate three case studies. The case studies will provide you with an opportunity to apply the concepts covered during the achievement tests lecture and help you to better understand how the WIAT-III may be used in practice.

### **Intensive Skills Development Seminars Kickoff**

Intensive Skills Development Seminars provide you with intermediate to advanced knowledge about various assessment topics from different faculty members' perspectives. These seminars occur across 3 and a half days: Wednesday, Thursday, Friday, and Saturday. There are two tracks for ISDS seminars: cognitive and personality.

### **Intensive Skills Development Seminars: Student Self-Evaluation, Review of Skills Learning, and Skills Action Plan Development**

Following the week-long intensive learning process, you will have the opportunity to reflect and integrate your knowledge of assessments. These self-evaluation sessions are designed to be critical components of the student learning portfolio. Through reflective exercises and preparing written learning and action plans, you will develop a plan of how you will continue to strengthen AYR learning. Student-written documents can serve several key functions: focusing on the development of individual syllabuses for addressing weak areas, sharing written plans with student success advisors and faculty mentors, and used as guides for selecting suitable practicum and internship sites.

### **Jobs in Academia/Steps for Publishing**

Faculty members will highlight strategies for launching careers in academia and will discuss the steps to publishing research as part of an integrated research program.

### **Mental Status Exam (MSE) and Its Role in Psychological Assessment**

Conducting a thorough, engaging, and informative mental status exam (MSE) with new and existing clients provides an initial starting point toward completing a well-developed psychological treatment plan. The educational challenge is learning how to conduct a good MSE when its elements are closely related to art and science. In this session, you will have face-to-face instruction on how to ask interview questions that enable clinicians to complete the basic domains of the MSE.

### **Morning Session: Case Conceptualization**

You, your fellow students, and faculty members will discuss remaining issues and questions related to the topic presented the day before. This is an opportunity for interactive discussion and questions/answers about the particular topic under review.

### **Morning Session: Families**

You, your fellow students, and faculty members will discuss remaining issues and questions related to the topic presented the day before. This is an opportunity for interactive discussion and questions/answers about the particular topic under review.

### **Morning Session: Substance Abuse for the General Practitioner**

You, your fellow students, and faculty members will discuss remaining issues and questions related to the topic presented the day before. This is an opportunity for interactive discussion and questions/answers about the particular topic under review.

### **Opening Faculty/Student Regional Socialization**

Faculty members and students will meet in groups to discuss the mental health challenges particular to their state/ region.

### **Personality Assessment: Classroom Lecture**

#### **Foundations of Personality Assessment**

This is an opportunity to summarize and consolidate work from the previous days' lectures and seminars.

### **Personality Assessment: Classroom Lecture**

#### **Integrated Report Writing**

Report writing is a critical skill for assessment in practicum, internship, and practice. This session will review the concepts for building a fair and informative report that integrates background information and assessment results from both cognitive and personality tests.

### **Personality Assessment: Classroom Lecture**

#### **Introduction to the MMPI**

The MMPI is perhaps the best known of the self-report personality assessment tools. This lecture is an overview introduction to the key components of the MMPI, its scoring, and its interpretation.

### **Personality Assessment Seminars**

Personality students will get a closer view of the key tools with the opportunity of working with

the Rorschach and MMPI. In addition, the practice of personality assessment will be discussed in a smaller group environment with an individual instructor.

### **Personality Master Assessment Lecture**

#### **Rorschach**

The Rorschach is designed to be a projective rather than a traditional self-report test, and requires critical-thinking skills and clinical experience to use it successfully. This lecture is designed to be the student's introduction to the Rorschach and the method of administering the test and of interpreting the responses.

#### **Practice Clinic and Videotaping**

The morning sessions provide an opportunity for you to practice administration or scoring of the WAIS, WISC, or WIAT. You will have the opportunity to be videotaped and receive feedback from faculty members and peers.

#### **Practice Opportunities**

##### **Intakes**

You will work with faculty members to discuss the intake process for individual, group, and family therapy and will have the opportunity to practice an intake interview using provided case examples.

##### **Test Kits**

You will have the opportunity to practice administering the Wechsler tests (WAIS 4/WISC 4/WIAT 3) with the supervision of a faculty member.

##### **Therapy**

You will review individual therapy sessions from two different theoretical orientations and will have the opportunity to practice the techniques observed using provided case examples under the supervision of faculty members.

#### **Professional Development Research Seminar**

Faculty members will facilitate an empirically based discussion on a topic relevant to professional psychology.

#### **Rorschach Practice Clinic**

This session provides an opportunity for you to practice administration and scoring of the Rorschach.

#### **Scenario Role Playing**

You will work in groups to address various scenarios that could occur in practice. Groups will discuss practice implications in each scenario and various strategies for handling each situation in an ethical and competent manner.

#### **Specialization Meetings**

##### **Clinical: Treatment of Severe Psychiatric Disorders and Counseling: Positive Psychology**

You, your fellow students, and faculty members will discuss remaining issues and questions related to the topic presented the day before. This is an opportunity for interactive discussion and questions/answers about the particular topic under review. You may attend one of the two sessions.



### **Current Trends in the Discipline**

Clinical and Counseling Psychology students will meet within their specialization groups to discuss current trends unique to each specialization.

### **Starting a Private Practice**

Faculty members will lecture about the most important factors involved in developing a private practice. Topics covered include but are not limited to ethical practice, legal consultation/risk management, appropriate business practices, integration of empirically supported theories and therapies into treatment strategies, appropriate advertising, utilization of state licensing laws and regulations as a foundation for practice policies and standards, record keeping, appropriate supervision, and scope of practice/competence issues.

### **Student Case Presentations Preparation**

#### **Current Trends in the Discipline**

You will meet within cohort groups guided by faculty members to receive a case study and prepare for the final presentation of the case at the end of the residency experience.

### **Substance Abuse–Application**

In this small group workshop, you and other students will break into dyads and role-play an interaction about substance use issues between a therapist and a client who has not yet sought treatment for his/her substance use/abuse issues. You will be coached by faculty members who will observe and provide feedback to participants on their implementation of skills modeled in the prior sessions.

### **Substance Abuse for the General Practitioner**

Epidemiological research suggests that, depending on the practice setting, clinicians will likely encounter substance-related issues or disorders in a significant percentage of their clients. Substance use disorders are a highly prevalent group of disorders in the general population, thought to closely follow such common disorders as anxiety and depression. For this reason, it is critical that all clinicians have an understanding of how to identify and diagnose, respond to and refer, or treat clients with substance use issues. Recent empirically supported models have been developed to guide clinicians in addressing substance-related issues in general practice settings and will be addressed in this session.

### **Substance Abuse–Model**

In this workshop, faculty members will present current models of substance abuse assessment and intervention using professionally produced video examples and via interactive discussion. A case study will be presented by a faculty member and will be discussed in large group format. Then, in small groups guided by faculty members, you and other students will review and evaluate another case study with substance abuse components and will include discussion of diagnosis, intervention, and treatment management/ancillary treatment referrals for these disorders in an ethical and evidence-based practice model.

### **Welcome and Overview Assessment–AYR 1 and AYR 2**

The assessment sequences of the Academic Year In Residence provide opportunities to acquire and practice critical assessment skills required for professional psychologists. The goal of these seminars is to provide you with face-to-face opportunities to further strengthen assessment competencies (e.g., gain confidence in your ability to administer, score, interpret, and

write integrated psychological reports).

### **Welcome and Colloquium Professional Development–AYR 3 Competencies**

The professional development sequences of the Academic Year in Residence provide additional opportunities to acquire and practice skills essential for professional psychologists. Professional psychologists are expected to demonstrate competence in many areas of practice. During this colloquium, faculty members will identify the expected competencies for graduate students beginning their field experience work.

## ***MS in Addiction Counseling Residencies***

### **Descriptions**

#### *Residency 1*

In Residency 1, students will develop the skills and multicultural competencies they need for school counseling. Students can also prepare for their practicum and internship and attend faculty and student success advising sessions.

Timing: Can be completed after the students' 1st quarter courses; should be completed before the end of the 3rd quarter.

Format: Face-to-face workshops and group activities.

#### *Residency 2*

Residency 2 explores advanced clinical skill building in addition to continued addictions counseling skill development. Students will also participate in 10 hours of group work. In addition, they will consult with faculty members and student success advisors about their progress in the program and their preparation for licensure exams.

Timing: To be taken between students' 6th and 8th quarters.

Format: Face-to-face sessions, including a 10-hour group experience.

### **Learning Outcomes**

#### *Residency 1*

At the end of Residency 1, students will be able to:

Demonstrate basic interviewing skills.

Apply multicultural competencies to basic counseling skills.

Demonstrate critical-thinking skills of diverse and multicultural perspectives and apply them to counseling practice.

Describe the process of professional identity development.

Provide constructive feedback on others' counseling skills.

Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.

Utilize feedback to improve performance.

Demonstrate advanced counseling skills.

Describe the process of preparing for field experience.

Prepare for eventual accrual of post-Master's experience toward licensure.

## *Residency 2*

At the end of Residency 2, students will be able to:

Provide constructive feedback on others' counseling skills.

Present research focused on program development that includes components of consultation and evaluation.

Present collaborative research focused on social change.

Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.

Utilize feedback to improve performance.

Demonstrate advanced counseling skills.

Apply multicultural and diversity competencies to advanced counseling skills.

Describe the process of preparing for field experience.

Prepare for the NCE, NCMHCE, or other licensure exams.

Prepare for eventual accrual of post-Master's experience toward licensure.

## **Residency Session Abstracts**

Residency Session Abstracts—MS

### ***MS in Marriage, Couple, and Family Counseling Residencies***

Students in the MS in Marriage, Couple, and Family Counseling program are required to attend and successfully complete two 6-day residencies.

## **Descriptions**

### *Residency 1*

This residency is designed to provide students with an opportunity for skill development and supervision; faculty and peer interactions; and additional information focused on counselor multicultural competence. Throughout 6-day residencies, students will participate in cultural competence and field experience workshops, skill development laboratories, and group projects. In addition, each student participates in student success advising with a faculty member at the residency.

In Residency 1, students will develop the skills and multicultural competencies they need to counsel couples and families. Students can also prepare for their field experience and attend faculty and student success advising sessions.

Timing: Can be completed as soon as students begin their program; should be completed before the end of the 3rd quarter.

Format: Workshops and group activities.

### *Residency 2*

This residency is designed to help ensure that students are adequately prepared to start the counseling practicum. To that end, students continue their foundations of professional counseling sessions (career development, consultation and supervision, and psychopharmacology); go through a 10-hour group experience; participate in individual counseling skill development; and complete a social change project. Students at this residency will participate in reflecting teams as a part of the skill development. All students at this residency will also participate in student success advising with a program faculty member.

Residency 2 explores advanced clinical skill building in addition to continued marriage, family, and couples counseling skill development. Students will also participate in 10 hours of group work. In addition, they will consult with faculty members and student success advisors about their progress in the program and their preparation for licensure exams.

Timing: To be completed between the 6th and 8th quarters.

Format: Face-to-face sessions, including a 10-hour group experience.

## **Learning Outcomes**

### *Residency 1*

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

Demonstrate basic interviewing skills.

Apply multicultural competencies to basic counseling skills.

Demonstrate critical thinking skills of diverse and multicultural perspectives, and apply them to counseling practice.

Describe the process of professional identity development.

Provide constructive feedback on others' counseling skills.

Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.

Utilize feedback to improve performance.

Demonstrate advanced counseling skills.

Describe the process of preparing for field experience.

Prepare for eventual accrual of post-Master's experience toward licensure.

## *Residency 2*

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

- Provide constructive feedback on others' counseling skills.
- Present research focused on program development that includes components of consultation and evaluation.
- Present collaborative research focused on social change.
- Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
- Utilize feedback to improve performance.
- Demonstrate advanced counseling skills.
- Apply multicultural and diversity competencies to advanced counseling skills.
- Describe the process of preparing for field experience.
- Prepare for the NCE, NCMHCE, or other licensure exams.
- Prepare for eventual accrual of post-Master's experience toward licensure.

## **Residency Session Abstracts**

Residency Session Abstracts—MS

## **Learning Outcomes**

### *Residency 1*

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

- Demonstrate basic interviewing skills.
- Apply multicultural competencies to basic counseling skills.
- Demonstrate critical-thinking skills of diverse and multicultural perspectives and apply them to counseling practice.
- Describe the process of professional identity development.
- Provide constructive feedback on others' counseling skills.
- Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
- Utilize feedback to improve performance.
- Demonstrate advanced counseling skills.
- Describe the process of preparing for field experience.
- Prepare for eventual accrual of post-Master's experience toward licensure.

### *Residency 2*

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

Provide constructive feedback on others' counseling skills.  
Present research focused on program development that includes components of consultation and evaluation.  
Present collaborative research focused on social change.  
Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.  
Utilize feedback to improve performance.  
Demonstrate advanced counseling skills.  
Apply multicultural and diversity competencies to advanced counseling skills.  
Describe the process of preparing for field experience.  
Prepare for the NCE, NCMHCE, or other licensure exams.  
Prepare for eventual accrual of post-Master's experience toward licensure.

### ***MS in Clinical Mental Health Counseling Residencies***

Students in the MS in Clinical Mental Health Counseling program (whether full-time or part-time) are required to attend and successfully complete two 6-day residencies: the first (Residency 1) must be completed by the end of the 3rd term and is a prerequisite for COUN 8723; and the second (Residency 2) must be completed during the 6th, 7th, or 8th 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 Student Success 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 2 provides more detailed information regarding the field experience process from start to finish (e.g., application, approval processes, criminal background checks, memoranda of understanding).

### **Descriptions**

#### *Residency 1*

In Residency 1, students will develop the skills and multicultural competencies they need for counseling. Students can also prepare for their practicum and internship and attend faculty and student success advising sessions.

Timing: Can be completed as soon as students begin their program; should be completed before the end of the 3rd quarter.

Format: Face-to-face workshops and group activities.

## *Residency 2*

Residency 2 explores advanced clinical skill building in addition to continued mental health counseling skill development. Students will also participate in 10 hours of group work. In addition, students will consult with faculty members and student success advisors about their progress in the program and their preparation for licensure exams.

Timing: To be taken between the students' 6th and 8th quarters.

Format: Face-to-face sessions, including a 10-hour group experience.

### **Learning Outcomes**

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

Demonstrate basic interviewing skills.

Apply multicultural competencies to basic counseling skills.

Demonstrate critical-thinking skills of diverse and multicultural perspectives and apply them to counseling practice.

Describe the process of professional identity development.

Provide constructive feedback on others' counseling skills.

Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.

Utilize feedback to improve performance.

Demonstrate advanced counseling skills.

Describe the process of preparing for field experience.

Prepare for eventual accrual of post-Master's experience toward licensure.

## *Residency 2*

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

Provide constructive feedback on others' counseling skills.

Present research focused on program development that includes components of consultation and evaluation.

Present collaborative research focused on social change.

Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.

Utilize feedback to improve performance.

Demonstrate advanced counseling skills.

Apply multicultural and diversity competencies to advanced counseling skills.

Describe the process of preparing for field experience.

Prepare for the NCE, NCMHCE, or other licensure exams.

Prepare for eventual accrual of post-Master's experience toward licensure.

## **Residency Session Abstracts**

Residency Session Abstracts—MS

### ***MS in School Counseling Residencies***

#### **Descriptions**

##### *Residency 1*

In Residency 1, students will develop the skills and multicultural competencies they need for school counseling. Students can also prepare for their practicum and internship and attend faculty and student success advising.

Timing: Can be completed after students' 1st quarter courses; should be completed before the end of the 3rd quarter.

Format: Face-to-face workshops and group activities.

##### *Residency 2*

Residency 2 explores advanced clinical skill building in addition to continued school counseling skill development. Students will also participate in 10 hours of group work. In addition, they will consult with faculty members and student success advisors about their progress in the program and their preparation for licensure exams.

Timing: Can be completed after the students' 3rd quarter courses; should be completed before the end of the 5th quarter.

Format: Face-to-face sessions, including a 10-hour group experience.

#### **Learning Outcomes**

##### *Residency 1*

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

Demonstrate basic interviewing skills.

Apply multicultural competencies to basic counseling skills.

Demonstrate critical-thinking skills of diverse and multicultural perspectives and apply them to counseling practice.

Describe the process of professional identity development.

Provide constructive feedback on others' counseling skills.

Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.

Utilize feedback to improve performance.

Demonstrate advanced counseling skills.



Describe the process of preparing for field experience.  
Prepare for eventual accrual of post-Master's experience toward licensure.

## *Residency 2*

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

- Provide constructive feedback on others' counseling skills.
- Present research focused on program development that includes components of consultation and evaluation.
- Present collaborative research focused on social change.
- Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
- Utilize feedback to improve performance.
- Demonstrate advanced counseling skills.
- Apply multicultural and diversity competencies to advanced counseling skills.
- Describe the process of preparing for field experience.
- Prepare for state certification or licensure exams.
- Prepare for eventual accrual of post-Master's school counseling experience toward certification or licensure.

## **Residency Session Abstracts**

Residency Session Abstracts—MS

### ***Master of Social Work (MSW) Residencies***

Academic residencies give students the opportunity to connect and collaborate with faculty members and hundreds of their peers. Required for doctoral students and some master's students, residencies are designed to enhance students' learning at key points in their academic development. Face-to-face residencies are held in locations throughout the United States and abroad.

## **Descriptions**

### *Residency 1*

Residency 1 focuses on skill building and demonstrating concepts learned in the classroom, including ethical practice, listening skills, beginning interviewing skills, and socialization to the profession. Students attending the residencies have the opportunity to gain supervised practice skills in preparation for the foundation field experience. This foundation residency is designed to provide students with the opportunity to practice the essential skills for social workers. Throughout this residency, students can demonstrate their skills in ethical practice, case conceptualization, and oral communication. In addition to familiarizing students with the MSW program and the social work profession, faculty members will work with students throughout the

residencies and identify specific development needs for each student to address prior to the first field experience. (**Advanced Standing students do not attend this residency.**)

Timing: The residency can be completed as soon as students begin their program. Students who register in the Fall Term should take residency January through June. Students who register in the Spring Term should enroll in residency July through December. The residency must be completed successfully before a student can enter field placement.

Format: Face-to-face workshops and group activities.

### *Residency 2*

Students will attend the second residency experience during the concentration year. Residency 2 students are provided with opportunities to practice advanced clinical skills instruction and supervision. This residency is designed to complement the advanced clinical practice curriculum. In this residency, students continue to develop their clinical skills and are required to demonstrate competencies in ethical practice, case conceptualization, and evidence-based practice. Students also have the opportunity to practice their own supervision and consultation skills. Successful completion of this residency indicates that students have demonstrated proficiency in the prescribed areas and are ready to interact with the public as clinical social workers in training.

Timing: The residency should be taken between 6th and 8th quarter.

Format: Face-to-face sessions, including a 10-hour group experience.

## **Learning Outcomes**

### *Residency 1*

As a result of fulfilling the residency requirements, students will be able to:

- Demonstrate professional demeanor in the practice of social work.
- Apply the values and ethics that are part of social work practice.
- Demonstrate a commitment to promoting social and economic justice.
- Use critical-thinking skills to evaluate professional judgments.
- Analyze the importance of evidence-based research in guiding social work practices.
- Synthesize principles of human growth and development in culturally responsive work practices.
- Apply appropriate interviewing, assessment, and intervention skills.

### *Residency 2*

As a result of fulfilling the residency requirements, students will be able to:

- Demonstrate professional demeanor in the practice of social work.
- Apply the values and ethics that are part of social work practice.
- Demonstrate a commitment to promoting social and economic justice.

Use critical thinking to evaluate professional judgments.  
Analyze the importance of evidence-based research in guiding social work practices.  
Synthesize principles of human growth and development in culturally responsive work practices.  
Apply appropriate interviewing, assessment, and intervention skills.  
Prepare intervention plans based on DSM and multi-axial diagnoses.

## **Residency Session Abstracts**

Residency Session Abstracts—MS

*Residency Session Abstracts—MS*

### **Addictions and the Family**

This session provides counselors in training with an awareness of the family dynamics, structure, and roles parents and children play in an addicted family. Particular attention is given to understanding the interaction within the family. You will have multiple opportunities to practice counseling skills using the dynamics presented.

### **Advanced and Group Skills, Part I and Part 2**

As a follow-up to your first residency experience, you, as a Residency 2 student, will be practicing advanced skill building to prepare for practicum and internship experiences of individual counseling. In addition, you will be participating in 10 hours of group-work experience. The group experience will provide you with an experiential learning opportunity to address group dynamics and ethical considerations. Additionally, this 10-hour period fulfills Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements for group experience.

### **Advanced Counseling Skills and Practice: Advising and Taping**

You will go to your assigned small group room to be part of the reflecting team while others are taping.

### **Advanced Counseling Skills and Practice: Group Work**

Residency 2 students will be in their assigned small group rooms for group work.

### **Advanced Counseling Skills I and II**

These sessions are designed to help students understand skills that are essential to the working phase of counseling. In this session, students will learn more advanced counseling skills, including confrontation, self-disclosure, immediacy, and responding to the resistant/reluctant student, among others.

### **Advanced Skills: Teaching and Practice**

These sessions are designed to help you understand skills that are essential to the working phase of counseling. In this session, you will learn more advanced counseling skills, including confrontation, self-disclosure, immediacy, and responding to the resistant/reluctant client.

### **ASAM: A Level of Care Assessment for the Dually Diagnosed**

This session focuses on a strongly researched level of care assessment for addictions and co-

occurring disorders. You will examine the domains of each level of care and have the opportunity to practice brief assessments for human needs fulfillment and substance issues.

### **Assessment in Marriage, Couple, and Family Counseling**

This presentation will address the processes, techniques, and interventions used in the practice of culturally competent marriage, couple, and family counseling. You will gain knowledge and experience related to conducting the family interview, as well as the application and use of other tools geared toward completing a thorough assessment of the family system. Other tools that will be discussed include the use of graphic representations, standardized assessments, and experiential activities. You will also be introduced to program evaluation as a required component of ethical and professional practice. You will enhance your knowledge of the concepts covered in this class through multiple experiential exercises.

### **Assessment in School Counseling**

This session will provide information about the process of program assessment in school counseling. Students will identify and interpret results of a needs assessment and understand how to use data accumulated during program evaluation. In addition, students will have the opportunity to practice performing program evaluation.

### **Basic Counseling Skills**

In this session, students will gain knowledge of basic counseling skills, including clarifying, summarizing, probing, and nonverbal attending, among others. In addition, this session will assist beginning school counselors in developing interpersonal abilities that are needed in the counseling profession.

### **Basic Skills: Teaching and Practice**

In this session, you will gain knowledge of basic counseling skills, including clarifying, summarizing, probing, and nonverbal attending. In addition, this session will assist beginning counselors in developing interpersonal abilities that are needed in the counseling profession.

### **Career Case Conceptualization**

You will highlight a client case in this session for which you conceptualize (a) if the need is personal or career-focused, (b) a theoretical application, (c) the client needs, and (d) the assessment needs.

### **Career Rainbows**

In this session, you are provided with hands-on experience of a technique to use with clients in a career counseling setting. This technique focuses on Super's theory of the nine roles that make up one's career and assists with career decision making.

### **Career Resources**

You will be prepared with practical information for assisting clients with cover letters, résumés, and interview skills in this presentation.

### **Case Conceptualization and Diagnosis**

In this session, you will learn to identify and describe the salient features of client histories and presenting concerns in your work with clients. Additionally, you will gain exposure to the major categories of mental health diagnoses included in the DSM–IV. The importance of obtaining clear case descriptions and background information and making an appropriate diagnosis in the

counseling relationship will be stressed. Finally, you will have the opportunity to practice case conceptualization skills with faculty member support during this session.

### **Clinical Paperwork**

In this session, you will be presented with an overview of clinical paperwork. You will begin to learn the basics about informed consent, treatment planning, and progress note writing in the current mental health environment.

### **Consultation and Supervision**

School counselors often serve as consultants to various stakeholders. The purpose of this session is to assist students in understanding the role of the school counselor as consultant. Students will review consultation and supervision models in order to better understand how these processes benefit both the school counselor and stakeholders (e.g., parents, teachers, and administrators).

### **Consultation and Supervision**

The counselor's professional identity is often related to clinical practice; however, mental health counselors have additional professional responsibilities. Counselors often seek or provide consultation services, provide clinical supervision to counselor trainees and new professionals, and provide training and teaching to professional counselors and organizations.

### **Counselor Credentialing**

This session will provide information about the credentialing process for counselors. Primarily, this session will assist you in understanding the connection between examinations and licensing. You will be presented with information specific to the various counselor licensure examinations across states. In addition, you will receive sample examination questions.

### **Crisis and Trauma**

As crisis and trauma response becomes more highlighted as a significant role for counselors, it is imperative that counselors acquire the knowledge base to understand the dynamics of reactions to crises and traumas and develop the necessary skills to intervene. This session will provide an overview for suicide intervention, immediate and long-term responses to critical incidents, prolonged exposure to trauma, and vicarious traumatization.

### **Crisis, Trauma, and Addiction**

This session builds the understanding of the effects of traumatic events on the human individual, both as self and on multiple internal dimensions for counselors in training. These dimensions are then applied to the treatment approaches for co-occurring disorder. The counselors in training will be able to build a treatment plan and understand the stages of working with co-occurring trauma and addictions issues.

### **Diagnostic Overview and Conceptualization**

This session provides you with information about the diagnostic categories related to substance abuse, assessment instruments for substance abuse, and the effects of various substances. Further, you process and conceptualize a client case.

### **Engagement and Assessment**

During this session you will be given information to explain and utilize skills of engagement. Students discuss the purpose of authenticity and empathy during engagement and assessment and practice assessment skills.

## **Ethics**

As part of their professional career, social workers will have to face ethical dilemmas that require them to evaluate their own morals and values in relation to the care of their clients resulting in a myriad of possible responses. To prepare for real and complicated ethical challenges that lie ahead, it is important to understand the complexities of ethical decision making. This session is intended to promote critical thinking ability and provide you with opportunities to better understand why you make the ethical decisions that you do.

## **Faculty Advising**

The faculty members are a resource for you. As such, you are invited to make optional advising appointments with faculty advisors who can answer questions regarding your professional development as a social worker.

## **Faculty Advising by Appointment**

The faculty members are a resource for you. As such, you are invited to make optional advising appointments with faculty advisors who can answer questions regarding licensure information or discuss other professional development considerations.

## **Family Theory, Part 1 and Part 2**

In this session, family systems theories will be examined through various lenses including structural, interactional, functional, and symbolic. A number of theories, including symbolic interaction, life course, structural, social exchange, conflict, feminist, and ecological, will be reviewed. Using interactive discussion and case examples, you will learn how these theories guide family counseling and how to integrate multicultural and diversity considerations into this critical work. You will prepare for taping sessions through role-play activities and practice and will participate in reflecting teams when not taping.

## **Field Experience**

The focus of this session is on learning the requirements for practicum and internship. This will include a discussion of resources to assist in securing a practicum/internship site.

## **Field Overview**

This seminar introduces students to their field experience. At the end of this session students will be able to explain the purpose of field education as the signature pedagogy, identify key field personnel, and explain the requirements of field placements.

## **Final Announcements and Wrap-Up**

This session will serve as the conclusion of the residency experience. You, your fellow students, and faculty members will convene for closing statements and final announcements. You will then be dismissed.

## **From Student to Counselor: What New Counselors Need to Know to Prepare for Work**

This presentation will address preparation for career search in the counseling profession by briefly reviewing certification and licensing requirements. You will focus on developing strong résumés and cover letters and will foster discussions about your experiences in the job market. Included is a review of sample résumés, with special attention to adapting experiences and interests to specific job requirements. Cover letters will be reviewed with attention to conveying knowledge of the job, applicant experiences, and a suitability of fit between the applicant and the

company of interest. The presentation will conclude by selecting a participant to share a résumé and explore experiences that might be relevant to a job search.

### **Group Counseling Skills**

During this session, you will gain information on various types of group counseling and learn group counseling skills. You will also understand skills that are essential to the creation of a developmental guidance curriculum.

### **Groups**

During this session, you will consider the various dimensions and theories of group work and identify factors that contribute to group outcomes and group dynamics. Student will apply the practice skills that contribute to group formation, implementation, and termination.

### **Introduction to the Profession**

This presentation socializes new social workers to the profession. You will define the profession of "social work," identify, discuss and apply the three levels of social work interventions and address common myths about the social work profession.

### **Intersection of Career Counseling and Personal Counseling: Ethical Considerations in Practice**

This session will focus on the integration of career and personal counseling, including a discussion of assessing the connection of career-work issues to mental health issues, using the "holistic" approach to career counseling; articulating the biopsychosocial model of interacting influences; and determining how biological, psychological, and social influences direct behavior. Additionally, the Code of Ethics presented by both the American Counseling Association and the National Career Development Association will be discussed.

### **Interventions**

From this presentation, you will be given information to identify how to choose an evidence based intervention, explain the importance of using a strengths based approach, and the roles and skills used as a generalist practitioner.

### **Large Group Skills Development**

This session will focus on fostering your development of counseling skills in working effectively with clients.

### **Legal and Ethical Issues**

The purpose of this session is to assist you in understanding legal and ethical issues in school counseling. Students will review the differences between legal and ethical issues, understand ethical decision-making models, and review commonly encountered legal and ethical dilemmas.

### **Legal Issues in Marriage, Couple, and Family Counseling**

Working with families and couples brings a dimension to counseling beyond what is experienced in the individual and/or group counseling experience. In this session, you will discuss relevant codes of ethics and the distinctions between ethics and the law, as well as learn to apply ethical decision-making models to situations in marriage, couple, and family counseling (MCFC).

Further, you will discuss a variety of common situations that you may encounter, including duty to warn and to protect vulnerable populations, challenges to confidentiality, technological advances, and documentation concerns that are specifically relevant in the MCFC field. You will

learn to conceptualize your own ethical practice choices and identify best-practice elements within a variety of MCFC situations.

### **Next Steps/Debrief**

During this session we will review the experience of residency, address any additional questions that you might have regarding the content covered and discuss next steps in the MSW program.

### **Organizations**

As part of this seminar you will be given the information to analyze organizations and their functions within the context of systems theory. You will distinguish between profit and nonprofit organizations and identify practices and strategies that facilitate coalition development.

### **Reflection Skills: Teaching and Practice**

Empathy is the key to the counseling relationship. In these sessions, you will learn to enhance your empathy skills. You will also learn how to listen reflectively so you may effectively respond to materials provided by clients.

### **Reflective Listening I and II**

Empathy is the key to the counseling relationship. In these sessions, students will learn to enhance their empathy skills in addition to learning how to listen reflectively and respond to material students provide. Students will also learn to utilize the Feeling Expression Model.

### **Safety in Field**

Social workers need to understand and mitigate the general safety risks that can be part of our profession. During this session students discuss the use of a safety assessment, understand the importance of a safety plan, identify potential safety risks, and review strategies for addressing safety risks.

### **Scholarly Writing**

The purpose of this seminar is to introduce you to writing at the graduate level. Topics include: APA style, paraphrasing, plagiarism, grammar, and resources within the University to help you achieve your writing goals.

### **School Counseling and Diversity Awareness**

The purpose of this session is to assist you in understanding the complexity of culture and the importance of using appropriate interventions for diverse student populations. You will focus on identifying the influence of areas such as race and ethnicity, gender, sexual orientation, religion and spirituality, and exceptionalism.

### **Social Change and Advocacy**

Social change is a part of the mission of Walden University and the M.S. in counseling programs, but what is it really? This session is designed to introduce the role of counselors as change agents and advocates for their clients and communities. The process of social change will be discussed and opportunities for individuals to facilitate this process in their communities and practice will be explored.

### **Social Change Project Presentations**

As a Residency 1 participant, you will observe the Residency 2 students as they present the results of their efforts on a social change project. This is a great opportunity to see counseling theory applied to practice and also for exposure to case-study competitions.



### **Social Change Roundtables**

The social change project roundtables provide an opportunity for you to discuss the results of your social change project with your peers and faculty mentor. From each roundtable, one student will be selected as spokesperson to serve on a student panel. Through that student panel, social change project results will be disseminated to the entire residency population.

### **Strong Interest Inventory Interpretation**

The strong interest inventory is a widely used career interest inventory. In this session, you gain background knowledge of the assessment as well as how to use the assessment with clients.

### **Theories**

In this session, you explore different theories, offering an explanation of the relationship between the personality and counseling theories, major concepts, and the strengths and limitations of major theories.

### **Theories**

In this session, students will explore theories for use in school counseling. An explanation of the relationship between the personality and counseling theories, major concepts, and the strengths and limitations of major theories will be provided.

### **Theories Practice**

In this session, you observe and participate in exercises that demonstrate how to put theories into practice.

### **Theory-Driven Practice: How to Be an Effective Integrated Addictions Counselor**

This session exposes you to the five major models of defining the development of addiction. Throughout the presentation, you use the same case study to apply the different models, forcing growth in the ability to be flexible in model and treatment approaches. Further, you explore the stages of change model and apply it to developing a treatment plan for the case study.

### **Working with Communities**

This seminar will give you the information to analyze how the concept of "community" is defined. You will examine communities as social systems comprised of multiple interactions and identify and apply community organizing strategies that facilitate community development.

### **Working With Individuals and Families: The Mandated Client**

Through this session students will understand the differences in a practice model for voluntary clients versus involuntary clients. Other topics include the benefits of using family solution-focused therapy with mandated clients and understanding practice techniques that help build a client-centered therapeutic relationship with mandated clients.

### **Working With Families Experiencing Crisis and Trauma**

This presentation will address the dynamics of families who are experiencing crisis and/or traumatic events. You will learn about the different types of critical events and potential responses. In addition, intervention skills will be discussed.

### **Special Topics Sessions**

Special Topics sessions are specific to the faculty members who are at the residency and highlight those faculty members' clinical and research interest areas. These sessions are similar to what students will encounter when attending professional counseling conferences.

### **Abuse of Individuals with Disabilities**

This presentation provides insight and awareness into the incidence and prevalence of abuse of people with disabilities. Particular attention is given to the various types of abuse experienced by this population and the risk factors that make this group vulnerable to abuse. Finally, a screening tool is reviewed to aid in preventing and identifying abuse.

### **APA: Backpack to Briefcase**

Often students view the American Psychological Association's (APA) format (APA, 2010) as obscure, having little to no impact in practice as a counselor. Unfortunately, little discussion regarding the importance of APA exists outside of professional publication and scholarly writing (e.g., assignments). This presentation will provide you with context to the rationale regarding APA's format, provide meaning for the format, and help you identify how APA will be used in your professional life post-degree. This presentation will include a short lecture to begin to address (a) why counselors use APA, (b) how APA applies in clinical practice, and (c) how APA can help in advocacy for clients and for the counselors who use it. The majority of the presentation will consist of round-table discussions to identify surprising places where APA is found in clinical practice, and evaluating samples of clinical writing and how APA could improve them. A brief time will be provided at the end for Q&A regarding specific questions about APA.

### **Body Image**

To familiarize you with an overview of the literature on body image, this session is designed to clarify how it relates to both "normal" functioning and psychopathology. Treatment approaches for body image disturbance issues will also be discussed.

### **Career Counseling Across the Lifespan**

This session is designed to help you consider human development on career stages and transitions. The biological, psychological, sociocultural, and life-cycle forces that affect human development will be discussed, in addition to work roles, work stress, and job loss.

### **Career Counseling and Diversity Awareness**

The purpose of this session is to assist you in understanding the complexity of culture and the importance of the value orientation of the career counselor in working with different cultural groups. You will focus on identifying the influence of individualism, collectivism, and egalitarianism in the career counseling process. You will be introduced to strategies for dealing with multicultural influences within the five major cultural groups.

### **Career Counseling for Individuals with Disabilities**

Key information in disability-related policies (e.g., Americans with Disabilities Act and Individuals with Disabilities Education Act) and how these pieces of legislation impact persons with disabilities, environmental accessibility, public education, and employment will be discussed in this presentation. Further, the presenter will describe special challenges and needs of individuals with disabilities and identify rehabilitation programs and resources available to persons with disabilities.

### **Considerations in Working Effectively with Single-Parent and Blended Families**

In this session, you will learn treatment issues and approaches in working with single-parent and blended (step) families. Other important areas of focus include multicultural families, same-sex

parents, and the interaction of family subsystems. You will identify and discuss treatment issues, and review conceptualizations of treatment and selections of tentative interventions.

### **Contextual Family Therapy in the Twenty-First Century**

Contextual Family Therapy (CFT) is an integrated transgenerational model based on four dynamic dimensions of relationships: objectifiable facts, individual psychology, systemic interactions, and relational ethics. The fourth factor, relational ethics, offers the most opportunity for growth in family systems and tends to be the most challenging for the clinician in practical application of the model. In this workshop, an overview of CFT will be discussed, with case examples discussing how the model is effectively utilized in practice. Specific attention will be given to understanding the meaning behind relational ethics and how deficits can be improved to enhance trust and fairness in the family system. Concepts of legacies, invisible loyalties, entitlements, and ledger balances will be explored, as well as how the clinician utilizes multidirectional partiality to effectively guide families to healing and growth. This model is particularly useful for a wide variety of systemic issues, and is well adapted to cultural, cross-cultural, and assimilation challenges facing the modern family. The model provides a means of enhancing understanding that is unique to the family, easily including culture and diversity concerns as aspects of treatment.

### **Counselors in Court: Being Prepared for Courtroom Testimony**

It is possible that counselors will be called to testify in court at some point in their career. Cases that have court involvement have high risks of liability, and counselors often lack the necessary training to confidently respond as witnesses. Thus, it is not surprising that counselors often feel overwhelmed when they are subpoenaed to court on their clients' behalf. Counselors must be familiar with their role in cases with court involvement and perform their duties within the appropriate boundaries to avoid any ethical violations or legal sanctions. Counselors must also understand the importance of seeking supervision and consultation when working with challenging cases.

This workshop will discuss the legal and ethical obligations of counselors in the courtroom. You will gain an understanding of courtroom dynamics and how to respond to a subpoena. Particular emphasis will be given to responding to challenging questions on the witness stand, documenting information appropriately, explaining and defending the counselor's credentials, preparing for depositions, and avoiding "attorney traps." You will have an opportunity to evaluate a case study and develop a strategy for court testimony. A brief mock trial will be conducted to allow you to consider how a counselor should respond when called to the witness stand.

### **Cultural Diversity and Families**

As a Residency 1 student, you will familiarize yourself with various aspects of culture and diversity for families. Topics to be addressed include the social, economic, religious, and parenting practices for the family within various groups. Emphasis will be given to clinical approaches used to address specific communities. Experiential activities and discussions challenge you and facilitate the critical thinking that you, as counselors, need to appropriately support families.

### **Developing Cross-Cultural Awareness and Diagnostic Accuracy Within the Therapeutic Arena**

Cross-cultural awareness and diagnostic accuracy are very important within the therapeutic arena. For instance, counselors-in-training have a practical need and ethical mandate to

incorporate accurate diagnoses into the clinical decision-making process. This presentation will provide an overview of the current empirical literature within the counseling field regarding multicultural assessment and strengthening counseling trainees' diagnostic skills within the therapeutic setting. In addition, a conceptual framework to accurately diagnose individuals from diverse backgrounds will be discussed as well as practical strategies and case examples.

### **Disabilities**

In this session, you will be introduced to psychosocial aspects of disability, such as the personal, social, and environmental factors that impact clients' adjustment to disability; societal attitudes about disability; and the disability rights movement. You will be informed of counseling issues for individuals with disabilities, models for conceptualizing clients with disabilities, and common misconceptions related to disability.

### **Ethical Issues in Working with Lesbian, Gay, and Bisexual Clients**

The conversation around working ethically with lesbian, gay, and bisexual clients has been prominent in the field of counseling in recent years and seems to be increasing in frequency and tone. The American Counseling Association has taken clear positions that counselors are expected to work competently and affirmatively with this population. This presents challenges for many counselors. Some counselors want to be affirmative but lack the specific training in working ethically and competently with lesbian, gay, and bisexual clients. Other counselors want to practice ethically, but their own value systems conflict with ethical codes and policies that expect affirmation of something they do not believe they can or should affirm. This presentation will address both perspectives. It will examine aspects of the ACA Code of Ethics that are particularly relevant to work with lesbian, gay, and bisexual clients. This session will provide opportunities for discussion and interaction around how to incorporate these issues into one's practice in ways that work for both clients and counselors. You will have the opportunity to consider several hypothetical case situations from an ethical perspective.

### **Feminist Counseling: Understanding the History, Myths, and Practice**

Feminist counseling has been actively practiced in the United States since at least the 1970s. Despite its history, many misconceptions remain about what feminist counseling is and what it is not. Using pedagogical, androgical, and interactive techniques, you will become familiar with the theoretical foundations and practices of feminist counseling.

### **The First Time You Knew You Were Other**

There are no words that can describe the depth of pain from the first time you knew you were "Other." Whether as a faculty member or as a student, you can relate to these experiences. Your experiences as Other may embed themselves in your story as the darkest child in your family, the kid who stuttered, the girl who never felt like a girl, or the little boy who could not walk but dreamed of being a dancer; the meaning of Otherness in your lives is never lost. At your most healthy, Otherness serves as a source of strength that you can successfully leverage as partners, parents, professionals, and in the various other spheres of your lives. At times of diminished well-being, Otherness riddles you with self-doubt, shame, and a depleted sense of worth. You may perceive rejection and mistreatment where none is intended. You can even sabotage what is healthy, good, and forward-progressing because you become so mired in an outdated understanding of who you are and what you can accomplish. To the extent that you learn and grow from these experiences of Otherness, you become better prepared to serve as counselors. This interactive workshop will allow you to explore the concept of Other, moving into spaces of dialogue that allow you to gain a new understanding and awareness as a part of cultural

competency. As students, you will leave the workshop with a deeper understanding of yourselves and of other people, and you will be better prepared for counseling work with a culturally diverse client community.

### **Forgiveness: Using Spiritual Concepts to Improve Mental Health**

The benefits of spirituality and forgiveness for mental health are increasingly discussed in the counseling literature. This session will provide counselors with practical information to apply these concepts as an intervention.

### **Grief Among Children of Military Families**

Children of military parents experience grief reactions as they go through the different cycles of military deployments. With more than two million children currently being affected by the war, a need exists to understand the meaning of grief and identify contemporary interventions to help these children and their families, cope with ongoing and frequent deployments. The aim of this presentation will be to discuss the grief reactions of children of military families in the context of these cycles. Contemporary interventions are discussed and recommendations are made to stabilize and enhance the psychosocial functioning of children and military families.

### **Grief Counseling: How Can We Help? Working Through Loss**

This session is designed for counselors-in-training who are interested in and preparing to work with anyone who has or is experiencing loss. It is intended to promote understanding of grief and bereavement through examination of various loss experiences and exploration of means to supporting and helping others as they grieve. This session will approach the topic through a combination of didactic and experiential elements that will include lecture, discussions, videos, and small group activities with emphasis on the dynamics of grief work as it relates to the counseling process. You will be exposed to the tasks of mourning, aspects that contribute to complicated and/or unresolved grief, and ways we as counselors can help our clients through this process. This session will also help counselors understand how grief underlies many issues that clients bring into therapy and who often are not aware of how loss has impacted their lives.

### **Impact Counseling and Creative Counseling Techniques**

This interactive presentation will focus on the use of multisensory creative counseling techniques from the Impact Counseling approach of Dr. Ed Jacobs. The Impact Counseling approach is about maximizing therapeutic impact when counseling individuals, couples, families, and groups. Impact Counseling teaches counselors to be aware of key aspects of counseling taught through acronyms, or "maps," which include the Four Ms, the Depth Chart, the Five Ts, and RCFF. While a brief overview of this approach will be presented, the primary focus of this special topics session will be on the "multisensory creative counseling" aspect of Impact Counseling. This aspect emphasizes and incorporates the understanding that clients learn not only through talking and listening but visually and experientially as well. You will watch, experience, and practice employing fun and creative techniques that bring counseling theory to life through the use of props, chairs, movement, writing, analogies, and fantasies. Most participants of Impact Counseling workshops report being inspired to use the creative techniques they learn in their counseling, and say they are excited to bring counseling theory to life in these practical metaphorical ways.

### **Introduction to Counseling Skills for Working With Children and Adolescents**

Counselors who work with the child and adolescent population require a specific skill-set and

knowledge base that is distinctly different from working with adult populations. Unique developmental considerations, clinical issues, and even legal and ethical concerns distinguish clinical work with children and adolescent clients. The counseling needs of the child or adolescent client differ from that of the adult client; therefore, interventions with this special population should be developmentally sensitive while clinically sound. This didactic and experiential introductory session presents a general overview of creative and traditional treatment modalities for children and adolescents, as well as theories of child development. The therapeutic properties of play are explored while highlighting specific strategies and techniques.

### **Introduction to Sub-Personalities**

The importance of counselors practicing their own reflectivity and engaging in their own personal growth work has been widely documented in the counseling field. This workshop is designed to encourage you to reflect deeply upon yourselves to develop a deeper self-knowledge than that with which you arrived. The workshop is experiential and "hands-on" during which you will engage in the practice of deep reflection through the creation of individual sub-personality mandalas. You will be introduced to Jungian theoretical concepts related to archetypes of the shadow, future self, persona, and the inner child, among others. Particular emphasis will be placed on the processing of how these roles or "masks" serve the individual, conflict, cooperate, or dominate the personality and the importance of balancing all aspects of the self. You should arrive in comfortable clothing and be prepared to draw as well as process your own material throughout the session.

### **Lokahi: A Holistic Approach to Self-Care**

As a professional counselor you will be seeing clients on an hourly, daily, and regular basis. Due to the nature of your new role, you may encounter stressors related to practice of counseling. Thus, it is crucial for you to take time for self-care. In this presentation, we will share strategies for infusing the Hawaiian concept of Lokahi into your daily lives to improve your health and overall sense of well-being. To do this, we will "talk story" and share aspects of Lokahi and related concepts of 'Uhane (spirit), Kino (body), Mana'O (mind), Aina (land), and Ao holo'oko'a (World). Afterward, attendees will be provided an opportunity to engage in an experiential exercise to create a self-care plan using the Lokahi Model of Wellness.

### **Make a Joyful Noise: Drum Circles in Counseling**

Historically, drum circles have been an essential element in healing practices in cultures worldwide. In recent years, there has been an increased interest in the use of drum circles as an adjunct therapeutic modality for both physiological and psychological issues. Participation in drum circles has been found to have a variety of positive effects on the individual, including stress reduction, increased sense of connectedness, and improved attitude and outlook. Drum circles have also been shown to enhance immune system function, to provide both a creative outlet and physical exercise, and to facilitate a state of clarity and heightened awareness in the drummer—and they're FUN! Treatment applications include, but are not limited to: simple and complex trauma, mood and anxiety disorders, substance abuse, personal growth and empowerment, and family systems issues. This presentation examines the history of drum circles as a healing art, provides a review of supportive research on the efficacy of drum circles as a therapeutic intervention, and discusses application of principles in clinical practice. You will have an opportunity to participate in a drum circle during the experiential component.

### **Metaphors and Narratives: Creativity and Myth as Catalysts for Change**

This presentation focuses on the use of metaphor and narratives in the clinical setting. Metaphor provides a valuable and effective tool in counseling, facilitating emotional expression, and enhancing self-awareness. You will learn the theoretical foundations of metaphor use in counseling as well as other common applications. Interactive exercises include discussions of case studies involving use of metaphor in cognitive restructuring, poetic metaphors and narratives, conceptual metaphors, and affirmations. You will also learn concepts of personal myth-making and metaphorical representations. Use of these tools with individuals, groups, and families is also discussed.

### **Mirror, Mirror on the Wall: Developing Self-Concept**

To create an interactive, experiential exercise in creating self-concept, you will utilize cognitive behavioral techniques and systems theory in this presentation. You will discover new dimensions of your own self-concept and learn how to apply the technique with clients. Self-concept is a crucial element in the healthy formation of every person. Every client that you see will encounter self-concept issues at some point in his or her life. As counselors, you know that a positive, healthy self-concept is important, but you do not always have the skills to help your clients challenge negative thoughts about self-concept and create a positive self-concept.

### **Parent-Child Relationships**

The focus of this presentation is to educate you about the dynamics involved in the parent and child relationship. Discussions include parenting styles, attachment, family subsystems, boundaries, discipline, family organization after divorce, and co-parenting.

### **Photovoice and Counseling**

Can a picture really be worth a thousand words? As advocacy and social justice issues have emerged as daily challenges for professionals in the field of counseling, counselors, educators, students, and clients have an opportunity to expose the challenges and strengths in their community via photographs. This program is designed to educate you, as student counselors in residency, on the use of photovoice and specifically address the relevance of photovoice in social justice advocacy. You will be engaged through an open discussion of the literature and via experiential learning opportunities geared at understanding how to conduct a photovoice project. You will also participate in workshop activities aimed at developing social justice awareness. Additionally, you will leave with examples of photovoice projects and activities. A copy of the PowerPoint presentation will also be provided.

### **Racial and Ethnic Diversity in Professional Counseling**

To promote your understanding of self and your knowledge of ethnically and racially diverse clients, this session will provide an experiential learning opportunity. You will become aware of the cultural contexts for racially and ethnically diverse groups (past and present) and clinical issues, counseling strategies, and interventions related to serving members of varied communities.

### **Reality Therapy in Song: Having Fun While Helping Clients Get What They Want and Need**

Five basic needs are universal to all clients. Do you know what they are? Come find out. This can help you work with a client, and make developing goals more meaningful. We will explore how to help clients of all ages figure out what they want and need, using a fun, creative approach. You will also leave knowing the seven things that can help or hurt relationships.

### **Redecision Therapy: A Brief Narrative Model for Change**

Redecision Therapy is one of the original brief narrative therapies that provide counselors a model to engage with clients, identify client goals for change, and facilitate the change process by removing barriers that may or may not be evident to the client. The client is encouraged to review decisions that have influenced unproductive patterns and examine those that result in negative implications. Gestalt techniques allow for the effective release of emotions and images attached to these early decisions/patterns. This process allows clients to take a retrospective approach to their own healing. The past experiences are not dwelled upon; however, they are a vital component to facilitate changes in behavior that can result in a more productive and positive sense of well-being. Developed by Robert and Mary Goulding, Redecision Therapy guides the client to decipher the meanings and implications of current unproductive thoughts and behaviors while co-creating new options for authentic living.

### **Return to Campus: Counseling Considerations for Students Who Have Suffered a Traumatic Brain Injury**

The psychosocial and educational difficulties that frequently follow a traumatic brain injury (TBI) can be devastating. While the psychosocial sequelae of a head injury are often difficult to identify and quantify, they significantly affect the quality of life of the affected individual and interfere with his or her ability to return to the educational setting. This presentation discusses the often-difficult transition from injury/rehabilitation to the college university setting and provides information to counselors. We hope that by providing a comprehensive overview of symptoms and problems commonly encountered, the college counselor may be better equipped to support the returning student through his or her journey through recovery to academic success.

### **Sandtray-Worldplay: An Introduction**

Sandtray-Worldplay is an intervention often associated with children, but it is also effective with adults. In this special topics session, the basic premise and theories of sandtray therapy will be presented along with practical considerations regarding (a) a brief history and theoretical background of sandtray; (b) what the sandtray looks like; (c) types of items used for sandtray; (d) what the process of using sandtray as an intervention looks like; (e) multicultural considerations and clients who are good candidates for sandtray; (f) where and how to gather images for use in the sandtray; (g) how to use sandtray as a mode of self-care for the counselor; and (h) how to gain training in sandtray. This presentation relies heavily on participant discussion and hands-on activities to encourage creative thinking about using the adjunct intervention of sandtray.

### **Sexual Orientation**

This presentation will actively involve you as mental health counseling students in a mobilization effort to stop gender- and sexuality-based aggression. We will provide practical tools and resources to assure competence and skill in counseling and advocating for the human rights and dignity of the lesbian, gay, bisexual, and transgender (LGBT) community.

### **Shades of Gray: Ethical Challenges in Counseling**

Beginning counselors sometimes have the misconception that ethical dilemmas have one "right" answer. The reality is that ethical dilemmas require counselors to evaluate their own morals and values in relation to the care of the client resulting in a myriad of possible "right" responses. To prepare for real and complicated ethical challenges that lie ahead, it is important to understand the complexities of ethical decision making. This session will provide you with basic ethical decision-making models and strategies and offer opportunities to address real-world dilemmas in



a practice environment. This session is intended to promote critical-thinking ability and provide you with opportunities to better understand why you make the ethical decisions that you do.

### **Spirituality and Religion**

This session emphasizes the validity of understanding and addressing a client's religiosity and spirituality as essential parts of the client's overall identity. Counseling students will have an increased awareness of the diversity of religious and spiritual traditions with a discussion of how religious identity impacts human development.

### **To Cut or Not to Cut: Treating Teens Who Self-Mutilate Using Creative, Play-Based Techniques**

Self-mutilation is an intentional act of self-harm without suicidal intent. Self-mutilation can include a variety of acts that result in physical injury. Such acts include cutting, burning, biting, and skin picking. This workshop will discuss effective ways to treat adolescents who self-mutilate. Particular emphasis will be given to helping parents gain an understanding of adolescents' emotional needs and respond appropriately. You will learn how creative, play-based techniques such as art, music, and play can be used effectively with this population.

### **Transgender Identity Development Across the Lifespan: Coming Into Our Own as Women, Men, Sisters, Brothers, and Lovers**

You may have seen transgender women and men on television or through other media. Often, these images serve to exploit, and are more focused toward supporting the financial interests of media sources rather than representing transgender lives in a substantive way. What do you know of the strength of transgender communities, or of the joys that transgender individuals experience? Far from being limited by a medical model that classifies them as disordered, transgender persons are resilient human beings with extraordinary resourcefulness for living in a world that was seemingly constructed by and for only two genders. This session, premiered to the American Counseling Association at its 2010 national convention, provides you with a strengths-based lens through which you may understand the role of relationships with transgender mentors, romantic partners, and the dominant culture as they serve to inform shifting and changing transgender identities in shifting and changing across the lifespan. Emphasis will be placed on supporting the lifelong evolution of identity markers that transgender persons use, and on unlearning black and white language about sex and gender that inhibit counselors from being fully present with transgender clients.

### **Transgenders, Vestidas, Hijra, Kathoey, Mahu Wahine: Responding to Cultural Expressions of Gender Identity**

Gender expression is an external representation of an internal self-identification, through behavior, dress, etc. These expressions are culturally defined; they vary on the individual, group, and societal level. Many cultures traditionally have space for those who consider themselves to be transgender, third-gender, other-gender, or of a different sex than they were born. This presentation will explore counseling-related material for four culturally distinct third-gender identifications, including Hawaii's Mahu Wahine. You will be invited to consider personal, interpersonal, and societal implications of gender and how these will affect counseling relationships, goals, and treatment.

### **Understanding Substance Abuse**

This seminar will introduce students to basic and advanced theories of substances abuse treatment with adults and juvenile clients (using evidence based-best practices). The seminar will

also discuss substance abuse in the context of comorbid disorders, and relevant treatment modalities.

### **What Fires Together, Wires Together: An Introduction to Neurofeedback**

Although neurofeedback technology has existed for decades, only within the past 10 to 15 years has this technology become increasingly accepted as an alternative or additive treatment for mental health and developmental disorders. Initially developed and utilized as a treatment modality for seizure disorder, neurofeedback is now being used to treat issues such as attention deficit hyperactivity disorder (ADHD), anxiety spectrum disorders, depression, post-traumatic stress disorder (PTSD), traumatic brain injury, and many others. Working through a process of operant conditioning, neurofeedback uses the plasticity of the brain to make voluntary changes in function and state. This presentation is designed to introduce attendees to the basic principles of neurofeedback and the ways in which this therapy modality can be used in conjunction with traditional talk therapy and medication.

### **Working Effectively and Affirmatively With Couples in Treatment**

The primary focus of this session will be to teach you to aid couples in creating and maintaining healthy and fulfilling relationships. Included will be frank discussions about how to help couples with intimacy, sexuality, communication, and conflict. The key ingredients for successful relationships will be highlighted, as will skills for assisting couples to dismantle their relationship in ways that are respectful and non-destructive. Case examples and mini-quizzes will be used throughout the presentation to help augment the material.

### **Working With Children and Adolescents**

The counseling skills needed to work effectively with children and adolescents are different from the skills used with adults. In this session, you focus on how to apply counseling skills to the developmental context of the information presented by children and how to respond to facilitate positive growth. Skills discussed will include play therapy and other creative approaches.

### **Working With Gay, Lesbian, Bisexual, Transgender, Questioning, Intersex (GLBTQI) Families**

This interactive seminar will highlight some of the issues that frequently impact GLBTQI families. GLBTQI families face similar stressors to their heterosexual counterparts with the exception of the often-devastating impact of homo- and trans-prejudice. Specific strategies for providing effective and affirmative counseling services to GLBTQI families will be discussed.

### **Your West Indian Client**

West Indian clients are sometimes (perhaps frequently?) mistaken for African Americans, but may present with the effects of their immigration history. This involves the experience of parent-child separation and reunification following parental immigration to the United States. Case studies will be used to demonstrate the lived experiences of separated and reunified children and parents. Attendees will learn about the culturally accepted process of family separation and reunification, the emotional difficulties that ensue, and how to deliver appropriate services. This presentation was developed primarily from the presenter's research and clinical work. It includes suggestions for ethical practice and ways of establishing rapport and authenticity with this population. Considering the increasing trends in immigration, it is likely that counselors will be required to work with West Indians and be aware of the issues that impact this population as distinct from African Americans.

## **Residency Policies**

### ***Attendance Requirements***

Attendance is required for ALL residency sessions in order to successfully complete your residency.

Your registration confirmation email provides important details about residency start and end times for your program as well as the location of all of your residency sessions.

You are expected to make travel arrangements that allow enough time for you to check in by the date and time listed in the schedule and stay until the conclusion of the last session on the last day of your residency.

Late arrival to the residency, early departure from the residency and/or missed sessions may result in the loss of residency units.

Daily sessions typically begin around 8 a.m. and last through early evening.

For the complete residency schedule, please see your Residency Registration Confirmation e-mail to download the Residency App. The daily schedule will be available 2 weeks prior to the start of the residency.

### ***Attire***

Dress for academic residencies as you would for professional conferences and other professional meetings; business casual is strongly encouraged.

Please also see the Residencies Website and your Residency Registration Confirmation e-mail.

### ***Canceling a Residency Due to an Emergency/Petition Policy***

If you are canceling your residency due to an emergency, you may submit a Residency Petition form and supporting documents within 14 days after the event to request a possible refund of residency registration fees. Submitting a petition does not mean that your registration will be canceled. Students will be asked to provide documentation supporting the student's need to cancel the registration after the deadline. Documentation needs to provide evidence that the reason for late cancellation was unavoidable and unforeseeable.

Petitions and supporting documentation must be submitted to your student success advisor no later than 14 calendar days after the residency ends. There are no exceptions to this policy. If you do not cancel before the cancellation date and do not have an approved petition through the above petition process, you will be billed and expected to pay the residency fee, whether or not you attend(ed).

Please also see the Residencies Website and contact your student success advisor for additional details about canceling your residency due to an emergency.

## ***Cancellation/Drop Policy for Residencies***

### **In the 48 Contiguous States**

You may cancel your registration within your myWalden university portal without penalty, provided the cancellation request is made at least 30 days prior to the start of the residency. Cancellations between 30 and 11 days prior to the residency start date will result in a refund minus a 5 percent cancellation fee. If you cancel after this deadline, you will be billed in full for the residency.

### **Canceling Due to an Emergency/Petitions**

If you are canceling your residency due to an emergency, you may submit a Residency Petition form and supporting documents within 14 days after the event to request a possible refund of residency registration fees. Submitting a petition does not mean that your registration will be canceled. Students will be asked to provide documentation supporting the student's need to cancel the registration after the deadline. Documentation needs to provide evidence that the reason for late cancellation was unavoidable and unforeseeable.

Petitions and supporting documentation must be submitted to your student success advisor no later than 14 calendar days after the residency ends. There are no exceptions to this policy. If you do not cancel before the cancellation date and do not have an approved petition through the above petition process, you will be billed and expected to pay the residency fee, whether or not you attend(ed).

Contact your student success advisor for additional details about canceling your residency due to an emergency.

Please also see the Residencies Website and your Residency Registration Confirmation e-mail.

### **Outside the 48 Contiguous States**

You may cancel your registration within your myWalden university portal for an international or non-contiguous U.S. residency without penalty, provided the cancellation request is made at least 84 calendar days (12 weeks) prior to the start of the residency. Cancellations between 84 and 42 days prior to the residency start date will result in a refund minus a 5% cancellation fee. If you cancel within 42 days (6 weeks) of the start date, you will be billed in full for the residency.

Please also see the Residencies Website and your Residency Registration Confirmation e-mail.

### ***Code of Conduct/Compartment***

All students attending the residency must comply with the policies and procedures in the Walden University Student Handbook.

### ***Disability Services for Residencies***

Qualified students should contact Walden University's Office of Disability Services at [disability@mail.waldenu.edu](mailto:disability@mail.waldenu.edu) at least 30 days prior to the residency to discuss assistance for the residency. Requests received with less than 30 days' notice will be honored; however, will be

addressed as time allows. Therefore, necessary accommodations, services, or equipment may not be available by the residency start date.

Accommodations for face-to-face residencies may include:

- Renting specialized equipment, such as electric scooters and Hoyer Lifts, for transportation from wheelchair to bed or bath.

- Coordinating arrangements with nearby dialysis centers.

- Hiring local service providers, such as sight guides, sign language interpreters, or captionists.

Students who do not have documented disabilities but have difficulty walking, asthma, or any other condition that impacts mobility are also encouraged to contact the Office of Disability Services.

Please also see the Residencies Website and your Residency Registration Confirmation e-mail.

### **Face-to-Face Residency Requirements**

Face-to-face residencies are required for all doctoral programs and some master's programs. Face-to-face residency requirements vary by degree program. Please also see the Residencies Website and the Student Handbook for program-specific information.

### **Face-to-Face Residency Requirement (EdD)**

One, face-to-face residency is required as part of the EdD program.

*Students Starting Prior to August 31, 2015:*

Complete the EdD required residency face-to-face during your first year; required by the end of year 2, Term 6.

*Students Starting on or after August 31, 2015:*

Complete the EdD required residency face-to-face during your first year; by the end of Term 3.

Please also see the Residencies Website.

### **Face-to-Face Residency Requirement (PhD programs)**

Two, face-to-face residencies must be completed as part of the four residencies required for PhD programs. No more than two virtual residencies may be used to satisfy PhD residency requirements.

- Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.

- Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for or completion of your first research course.

- Complete Residency 3 face-to-face by the end of your third year.

- Complete Residency 4 during your third year or beyond as:

  - a face-to-face or virtual residency (RESI 8404) OR

  - an approved professional conference (RESI 8900 based on program availability) OR

a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register.

*Optional:* Complete a PhD Dissertation Intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.

Please also see the Residencies Website.

### **Family/Guests at Residencies**

Many students bring family and/or other travel companions with them to residencies, however only registered students can attend residency sessions.

The hotel concierge on site can recommend activities for travel guests while you are involved in academic residency sessions. Also, child care is not provided at the residency, and children are not permitted to attend academic or networking sessions. Contact the hotel to inquire about local child care facilities.

Please note: Family/travel companions **SHOULD NOT** travel with students attending Blended Academic Year in Residence (BAYR) residencies.

Please also see the Residencies Website.

### **Fees and Payment Policy**

#### **Residency Fees Policy**

Residency fees are **NOT** included in your program tuition.

Exceptions—Fees for the following **ARE** included in program tuition:

Blended Academic Year in Residence (BAYR) residencies for PhD psychology licensure.

Social Work Skills Lab fees for MSW students starting February 27, 2017 or after.

Prepracticum fees for MS counseling students starting February 27, 2017 or after.

Travel and lodging expenses for required residencies, social work skills labs and pre-practicum are **NOT** included in program tuition and are the responsibility of all students in all programs.

Residency fees are billed in the term of the residency and collected in accordance with the university's billing cycle.

These fees vary by degree program and are subject to change throughout the academic year.

Fees for residencies occurring outside the 48 contiguous U.S. states vary based on location and are higher.

#### **Residency Payment Policy**

Residency fees listed above are billed in the term of the residency and collected in accordance with the university's billing cycle.

Please also see the Residencies Website.

### **Financial Aid**

Students must be registered for at least one course in addition to a residency in order to be considered for financial aid. The Financial Aid Office reviews registrations at the start of each term and cancels federal aid for any students registered for a residency only. Students who do not register for a regular course along with the residency may apply for a loan through a private lender.

Visit the Tuition and Financial Aid page on the WaldenU website for more funding options. Please consult with a Financial Aid advisor to determine whether you may qualify for financial aid.

If you are expecting a financial aid refund to help cover non-tuition residency expenses, refunds are released by the Bursar's Office 14 days after the date of disbursement. The Bursar's Office cannot expedite refunds. Please keep this in mind as you make plans to cover the costs of attending a residency.

If you have questions about financial aid, disbursements, and residency fees, contact either the Office of the Bursar at [bursar@mail.waldenu.edu](mailto:bursar@mail.waldenu.edu) or the Office of Financial Aid at [finaid@mail.waldenu.edu](mailto:finaid@mail.waldenu.edu). Both can be reached at 1-800-444-6795.

Please also see the Residencies Website.

### **Grades**

Residency grades are posted in the myWalden portal under degree audit 1 week after the end date of the residency. Residency grades are not posted in the residency Blackboard classroom.

To determine the grade for your residency, log into your myWalden portal.

Once logged in, go to the Student Services tab. On this page, scroll down and click on the link for Final Grades under the Student Records heading on the left-side of the page.

From the drop-down menu on the following page, select the term in which your residency took place and click Submit.

The following page should list your residency grade, along with any other grades you may have earned for any courses during that term.

Residency grades are either Satisfactory (S) or Unsatisfactory (U) or Incomplete (I).

Please also see the Residencies Website.

### **Inclement Weather**

Walden takes student safety seriously. We continuously monitor situations surrounding Walden events and, if there is a situation where it is determined that a residency cannot be held due to an event outside of our control (such as a weather-related event), we will notify registered participants as early as possible in order for them to make appropriate decisions and arrangements.

However, as students are traveling to Walden residencies from all parts of the U.S. and from outside the U.S., we cannot control if weather prevents a student from safely traveling. While we would never want a student to endanger themselves in order to attend an academic residency, students are responsible to attend any scheduled residency for which they are registered.

Any student who does not attend for any reason may drop the residency prior to attending or he/she will receive a failing grade and will be responsible for the tuition charged for the residency. If a student wishes to not attend, he/she can drop the residency via the myWalden portal or contact Student Success Advising to request to be dropped. Please review the Residency Cancellation Policy.

Also note, if the residency is still held, students may be financially responsible for some or all of the residency fees. If it is determined that a student was unable to attend due to situations beyond his/her control, he/she may petition for a fee refund and a grade change, but a refund and/or a grade change is not guaranteed. View Canceling Due to an Emergency for the residency petition process.

### **Late Arrival to Residency and/or Travel Delays**

Attendance is required for ALL residency sessions in order to successfully complete your residency.

Your Residency Registration Confirmation e-mail provides important details about residency start and end times for your program as well as the location of all of your residency sessions.

You are expected to make travel arrangements that allow enough time for you to check in by the date and time listed in the schedule and stay until the conclusion of the last session on the last day of your residency.

Late arrival to the residency, early departure from the residency and/or missed sessions may result in the loss of residency units.

Daily sessions typically begin around 8 a.m. and last through early evening.

For the complete residency schedule, please see your Residency Registration Confirmation e-mail to download the Residency App. The daily schedule will be available 2 weeks prior to the start of the residency.

### **Military Services**

In order for the Military Services team to verify your attendance with the VA it is necessary to complete a Residency Statement Form. As a guide to help you complete the form, you can access the residency information from within your course room 2 weeks prior to the Residency start date. Please note, there is no deadline to complete this form, however, submitting it early will assist with a timely payment from the VA.

The VA requires residency attendance to be reported in "completed" clock hours. Please be aware, if you are attending an in-person residency, you must attend a minimum of 18 hours to be considered full time per the VA. If you are attending a virtual residency, please be sure that you complete a minimum of 18 hours per week for weeks 2 and 3 to be considered full time. Residency attendance qualifies some students to receive the Basic Allowance for Housing (BAH). The BAH payment rate is determined by the zip code of the school (55401 for Walden)



at the rate of E-5 with dependents. In order to find the payment rate for Walden University please visit the Basic Allowance for Housing page at the Defense Travel Management Office. BAH payments will be prorated base on the required number of days you attend residency. Please note that if you're active duty, you will not receive the BAH.

If you have questions about your residency, please contact the Academic Residencies at [academicresidencies@mail.waldenu.edu](mailto:academicresidencies@mail.waldenu.edu). Once your residency attendance has been certified, you will receive a courtesy message from the VA. As a reminder, the VA determines payment and eligibility. If you should have any questions regarding your GI Bill or VA payments, please contact the VA at #1-888-442-4551 (option 1 then 0) or the Office of Military Services Office: [military@mail.waldenu.edu](mailto:military@mail.waldenu.edu).

Please also see the Residencies Website.

### **Missed Sessions**

Students are encouraged to select a residency they are able to attend from start to finish.

As students are expected to attend all residency activities, residency faculty administrators do not approve student requests for late arrival or early departure unless it is an unavoidable situation (e.g., airline difficulties, death in family, personal or family illness, and religious observation). Residency faculty administrators should have predetermined alternative assignments ready to provide students in cases where a portion of a single session is missed.

Should you need to depart in the middle of a residency or session, you must contact your program's residency faculty administrator and determine how you will complete the hours and content missed. You are also required to sign out with the Academic Residencies staff prior to leaving the residency.

In some situations, you may be asked to attend an additional residency to make up for portions of a residency missed because of an unavoidable situation. If you miss parts of a residency for avoidable situations, will receive a "U" grade for the entire residency.

If you have questions about flight delays, or travel emergencies, contact Academic Residencies. Academic Residencies will work with you and the residency faculty administrator for their specific program to make up any academic sessions that are missed. If you are concerned about arriving after registration closes, please contact the Residency Office on-site or call Academic Residencies on-site at 1-612-325-0990.

### **Religious Observances**

Walden University makes every effort to provide options for Religious Observation for its students. To avoid possible scheduling conflicts, students are encouraged to review the Residency Calendar carefully. Please note that some residencies are scheduled during weekdays to reduce religious conflicts.

### **Walden Policy:**

If you have religious traditions that may conflict with the requirements of the academic residency

(i.e., missing a day of residency), you are required to attend an additional residency to make up for the day(s) missed. There is no charge for the additional residency itself; however, you will be responsible for any associated lodging and travel costs to and for the additional residency site. Please contact Academic Residencies at [academicresidencies@mail.waldenu.edu](mailto:academicresidencies@mail.waldenu.edu) at least 2 months in advance of the residency to discuss religious accommodations.

Please also see the Residencies Website.

## ***SEVIS/I-20 Policy for International Student Attendance at U.S. Domestic Residencies***

The rules and regulations of the U.S. Department of State require all non-U.S. students attending Walden residencies in the United States to obtain a Form I-20 from Walden University for entry into the United States.

Students who are citizens of visa exempt countries, Canada and Bermuda, do not have to apply for a separate visa; however, these students must obtain an I-20 and pay the SEVIS fee. Students from all other countries, including visa waiver countries, must also obtain an F-1 student visa for entry into the U.S. to attend Walden residencies.

Important: B-visa and ESTA visa waivers do not permit academic study. Students who enter the U.S. on the B-visa/ESTA visitor and business class will not be allowed to attend the residency. There are no exceptions to this policy.

To enter the United States on student status for your required academic residency attendance, as you pass through U.S. Immigration and Customs, please be sure to have your:

- Current passport

- F-1 visa (not required for citizens of Canada or Bermuda)

- Form I-20

- Receipt from your SEVIS fee payment

Please also see the Residencies Website.

## ***Student Safety and Required Title IX Training***

### **Required Title IX Training**

All faculty, staff and students are required to complete this online course prior to attending their upcoming residency and on an annual basis thereafter.

As the residency start date approaches, please watch your Walden e-mail for a message with the subject line "Important Message Regarding Mandatory Title IX/Clery Act Online Training." This message contains your link to complete the required training courses.

### **Student Safety/Title IX**

View Walden University's Notice of Nondiscrimination and Procedures for Student, Faculty, and Staff Reporting of Sexual Misconduct, Sexual Discrimination, or Other Related Reports.

Please also see the Residencies Website and your Residency Registration Confirmation e-mail.

## **Weapons at Face-to-Face Residencies**

*To be determined (TBD).*

## **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 PhD 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:

- Philosophy of research
- Research project design and approaches
- Quantitative research techniques
- Qualitative research techniques
- Quantitative quality assurance
- Qualitative quality assurance
- 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 8110 - Research Theory, Design, and Methods (5 cr.)**

In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed-methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

### **RSCH 8210 - Quantitative Reasoning and Analysis (5 cr.)**

In this research course, students are provided with the opportunity to develop core knowledge and skills for designing and carrying out quantitative research at the doctoral level, including the application of statistical concepts and techniques. Students explore classical common statistical tests, the importance of the logic of inference, and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to derive statistics from quantitative data and interpret and present results.

**RSCH 8310 - Qualitative Reasoning and Analysis (5 cr.)**

Students in this research course are provided with the opportunity to develop basic knowledge and skills for conducting qualitative research at the doctoral level. Students explore the nature of qualitative inquiry; how theory and theoretical and conceptual frameworks uniquely apply to qualitative research; data collection procedures and analysis strategy; and how the role of the researcher is expressed in the ethical and rigorous conduct of qualitative research. Students practice collecting, organizing, analyzing, and presenting data, and they develop a detailed research topic for conducting a qualitative study.

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.

All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

**RSCH 8260 - Advanced Quantitative Reasoning and Analysis (5 cr.)**

Students in this research course build upon knowledge and skills acquired in the prerequisite quantitative reasoning course and are presented with opportunities to apply them. They are provided with more specialized knowledge and skills for conducting quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts, such as factorial ANOVA, mediation, moderation, logistic regression, ANCOVA, and MANOVA. Students explore existing datasets and apply suitable statistical tests to answer research questions with social change implications. In this course, they approach statistics from a problem-solving perspective with emphasis on selecting the appropriate statistical tests for more complex research questions and social problems. Students use statistical software to perform analyses and interpret and present results. They will apply and synthesize their knowledge and skills by carrying out a quantitative research project. (*Prerequisite(s)*: RSCH 8110/RSCH 8210.)

**RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 cr.)**

Students build upon the knowledge and skills acquired in RSCH 8310 - Qualitative Reasoning and Analysis, and have experience applying them. Students develop a more sophisticated understanding of the theoretical antecedents and practical applications of eight contemporary qualitative approaches. Students gain experience developing qualitative interview guides, collecting data, and managing the process from transcription through analysis. The unique challenges of confidentiality and ethical issues are explored as well as implications for social change. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan using a topic relevant to their capstone. (*Prerequisite(s)*: RSCH 8110 or RSCH 7110 or RSCH 6110 and RSCH 8310.) **Note:** This course was previously RSCH 8350.

**RSCH 8460 - Advanced Mixed Methods Reasoning and Analysis (5 cr.)**

Students build upon knowledge and skills acquired in RSCH 8210 - Quantitative Reasoning and Analysis and RSCH 8310 - Qualitative Reasoning and Analysis for more specialized knowledge and skills to design mixed-methods research at the doctoral level. Students are provided with

more specialized knowledge and skills for designing mixed-methods research at the doctoral level. They gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question(s). The emphases of this course are on integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research writeup. Students will apply and synthesize their knowledge and skills by developing a mixed-methods research plan that incorporates qualitative and quantitative elements appropriately. (*Prerequisite(s)*: RSCH 8110 or RSCH 7110 or RSCH 6110 and RSCH 8210 or RSCH 7210 or RSCH 6210 and RSCH 8310 or RSCH 7310 or RSCH 6310.) **Note:** This course was previously RSCH 8450.

Completion of the doctoral research sequence (RSCH 8110, RSCH 8210, and RSCH 8310) and the additional advanced-level courses required 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**

<b>Program</b>	<b>Research Sequence</b>
PhD in Education	RSCH 8110D, 8210D, 8310D
PhD in Management (formerly PhD in Applied Management and Decision Sciences)	RSCH 8110Z, 8210Z, 8310Z
PhD in Health Services	RSCH 8110X, 8210X, 8310X
PhD in Human Services	RSCH 8110U, 8210U, 8310U
PhD in Public Health	RSCH 8110H, 8210H, 8310H
PhD in Public Policy and Administration	RSCH 8110P, 8210P, 8310

### **Doctoral Research Competencies and Related Learning Objectives**

<b>Topic Areas and Competencies</b>	<b>Example of Competency-Related Learning Objectives</b>
<b>Philosophy of Research</b>	
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.
<b>Research Project Design and Approaches</b>	
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.
<b>Quantitative Research Techniques</b>	
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.
<b>Qualitative Research Techniques</b>	
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.
<b>Quantitative Quality Assurance</b>	
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.
<b>Qualitative Quality Assurance</b>	
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.
<b>Professional Practice</b>	
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.

## ***EdD 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.

### **Field Experiences**

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

The executive 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 executive 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.

Field experiences include the following:

#### **Field Experience in Addiction Counseling**

In the MS in Addiction Counseling Field Experience, students receive a supervised clinical experience with emphasis on the knowledge and practice of counseling skills, theories, competencies, and best practices. Students are provided with experiential learning opportunities in preparation for entering into the addiction counseling profession in the MS in Addiction Counseling field experience.

#### **Addiction Counseling Practicum**

The practicum is the first experiential training component of field experience. Practicum is "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP). Students secure a field site that meets the policies and criteria listed in the Field Experience Manual, submit an application to start practicum within the posted application windows, and satisfactorily complete the practicum in one academic quarter of coursework. Students complete at least 100 hours, including at least 40 direct hours with clients, while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (practicum instructor), earning satisfactory evaluations from faculty and site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

## **Addiction Counseling Internship**

The internship field experience is completed after the student has satisfactorily completed the practicum experience. According to the CACREP standards, 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." Students secure a field site that meets the policies and criteria listed in the *Field Experience Manual*, submit an application to start internship within the posted application windows, and satisfactorily complete the internship in two academic quarters of coursework. Students complete a minimum of 600 hours, including at least 240 direct hours with clients (of which at least 10 hours must be in group counseling), while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (internship instructor), earning satisfactory evaluations from faculty and site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

See more at: School of Counseling Office of Field Experience Website.

## **Field Experience in Clinical Mental Health Counseling**

In the MS in Clinical Mental Health Counseling Field Experience, students receive a supervised clinical experience with emphasis on the knowledge and practice of counseling skills, theories, competencies, and best practices. Students are provided with experiential learning opportunities in preparation for entering into the mental health counseling profession in the MS in Clinical Mental Health Counseling Field Experience.

## **Clinical Mental Health Counseling Practicum**

The practicum is the first experiential training component of field experience. Practicum is "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP). Students secure a field site that meets the policies and criteria listed in the *Field Experience Manual*, submit an application to start practicum within the posted application windows, and satisfactorily complete the practicum in one academic quarter of coursework. Students complete at least 100 hours, including at least 40 direct hours with clients, while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (practicum instructor), earning satisfactory evaluations from faculty and site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

## **Clinical Mental Health Counseling Internship**

The internship field experience is completed after the student has satisfactorily completed the practicum experience. According to the CACREP standards, 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." Students secure a field site that meets the policies and criteria listed in the *Field Experience Manual*, submit an application to start internship within the posted application windows, and satisfactorily complete the internship in two academic quarters of coursework. Students complete a minimum of 600 hours, including at least 240 direct hours with clients (of which at least 10 hours must be in group counseling), while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (internship instructor), earning satisfactory evaluations from faculty and site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

See more at: School of Counseling Office of Field Experience Website.

### **Field Experience in Counselor Education and Supervision**

In the PhD in Counselor Education and Supervision Field Experience, students are provided with supervised experiences in counselor education and supervision. Students are provided with experiential learning opportunities which allow them to integrate their professional knowledge and skills, and to continue their development in specialization areas.

### **Doctoral Practicum**

The doctoral practicum is an essential component of applied professional training, which allows students to develop advanced counseling skills while under supervision. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or the Office of Field Experience. Students secure a field site that meets the policies and criteria listed in the *Field Experience Manual*, submit an application to start practicum within the posted application windows, and satisfactorily complete the practicum in one academic quarter of coursework. Students complete at least 100 hours, including at least 40 direct hours with clients, while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (practicum instructor), earning satisfactory evaluations from faculty and site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

### **Doctoral Internship**

The doctoral internship includes most of the activities of a regularly employed professional in the setting and is comprised of experiences in at least three of the following domains: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. The nature of the doctoral-level internship experience is to be determined in consultation with program faculty and/or the Office of Field Experience. Students secure field site(s) that meet the policies and criteria listed in the *Field Experience Manual*, submit an application to start internship within the posted application windows, and satisfactorily complete the internship in two academic quarters of coursework. Students complete at least 600 hours, while participating in weekly individual/triadic supervision via videoconference with the university individual/triadic supervisor and group supervision via videoconference with the faculty supervisor (internship instructor), earning satisfactory evaluations from supervisors, and adhering to all SOC-OFE

policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

See more at: School of Counseling Office of Field Experience Website.

### **Field Experience in Doctor of Nursing Practice (DNP)**

<b>Practicum Course Sequence</b>	<b>Prerequisites</b>
NURS 8410 - Best Practices in Nursing Specialties (didactic—4 cr.; practicum— 1 cr.) 72 hours	NURS 8000, 8110, 8200, 8210
NURS 8400 - Evidence-Based Practice I: Assessment and Design (didactic—4 cr.; practicum—1 cr.) 72 hours	NURS 8410
NURS 8500 - Evidence-Based Practice II: Planning and Implementation (practicum—3 cr.) 216 hours	NURS 8400, 8410
NURS 8510 - Evidence-Based Practice III: Implementation, Evaluation, and Dissemination (practicum—3 cr.) 216 hours	All general courses; NURS 8400, 8410, 8500
<b>TOTAL HOURS - 576</b>	

For students who need additional clinical hours:

#### **NURS 8600 - DNP Field Experience**

*Students may take a the DNP Field Experience course up to five times based on clinical hours attained prior to DNP admission*

#### **Application Deadlines**

Applying for practicum can be a lengthy process. The Office of Field Experience recommends that you **start the process early** enough to remedy any problems that may arise before your application is due. **Applications are due on the start date of the quarter before you plan to start your practicum.** Students must submit one application per practicum course per quarter. Deadlines are firm and late applications are not accepted.

For more information about practicum policies and procedures, please review the practicum manual and website. All resources are on the School of Nursing Field Experience website at <http://academicguides.waldenu.edu/fieldexperience/son>.

### ***Field Experience in Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation)***

Field experiences are an integral part of Walden University's principal preparation. Candidates have opportunities 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 building leadership responsibilities. Candidates are informed, monitored, and evaluated throughout all field experiences. For specific information about field experience requirements, candidates should review the *Principal Candidate Guidebook* and *Field Experience Handbook*.

### ***Field Experience in Marriage, Couple, and Family Counseling***

Students in the MS in Marriage, Couple, and Family Counseling field experience receive a supervised clinical experience with emphasis on the knowledge and practice of counseling skills, theories, competencies, and best practices. The MS in Marriage, Couple, and Family Counseling field experience students are provided with experiential learning opportunities in preparation for entering into the counseling profession.

### ***Marriage, Couple, and Family Counseling Practicum***

The practicum is the first experiential training component of field experience. Practicum is "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP). Students secure a field site that meets the policies and criteria listed in the *Field Experience Manual*, submit an application to start practicum within the posted application windows, and satisfactorily complete the practicum in one academic quarter of coursework. Students complete at least 100 hours, including at least 40 direct hours with clients, while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (practicum instructor), earning satisfactory evaluations from faculty and site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

### ***Marriage, Couple, and Family Counseling Internship***

The internship field experience is completed after the student has satisfactorily completed the practicum experience. According to the CACREP standards, 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." Students secure a field site that meets the policies and criteria listed in the *Field Experience Manual*, submit an application to start internship within the posted application windows, and satisfactorily complete the internship in two academic quarters of coursework. Students complete a minimum of 600 hours, including at least 240 direct hours

with clients (of which at least 10 hours must be in group counseling), while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (internship instructor), earning satisfactory evaluations from faculty and site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

See more at: School of Counseling Office of Field Experience Website.

### **Field Experience in Master of Social Work (MSW)**

Walden MSW students will obtain social work training by completing four Field Education courses. Two of these courses occur in the foundation year and two in the concentration year. Some of the features and expectations of the Field Experiences include the following:

Students will complete 250 hours (within each concurrent Field Education course) in an approved social services agency under the supervision of a professional social worker (Field Instructor).

Students are required to participate in weekly synchronous meetings with their faculty (Field Liaison) and classmates.

The Field Liaison will meet with the Field Instructor and student one or two times per quarter; these meetings will be conducted virtually.

Students will complete their foundation Field Experience at one agency over two consecutive quarters, then complete their concentration Field Experience at a different agency over two consecutive quarters.

### **MSW Field Education Courses**

SOCW 6500 - Social Work Field Education I

SOCW 6510 - Social Work Field Education II

SOCW 6520 - Social Work Field Education III

SOCW 6530 - Social Work Field Education IV

### **MSW Field Experiences\***

*Foundation Field – generalist social work tasks*

SOCW 6500 - Social Work Field Education I

SOCW 6510 - Social Work Field Education II

*Concentration Field – clinical social work tasks*

SOCW 6520 - Social Work Field Education III

SOCW 6530 - Social Work Field Education IV

\*Advanced standing students complete only Concentration Field Experience

For more information about the Field Experience process, please visit the Field site:  
<https://academicguides.waldenu.edu/fieldexperience/soc>.

### **Field Experience in MEd with a specialization in Educational Leadership and Administration, Principal Preparation Program**

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 building leadership responsibilities. Candidates are informed, monitored, and evaluated throughout all field experiences. For specific information about field experience requirements, candidates should review the *Principal Candidate Handbook* and *Field Experience Handbook*.

### **Field Experience in MSN**

#### **Field Experience in Master of Science in Nursing (MSN)**

*Field Experience/Practicum Courses by Specialization (for New Students Starting Spring 2018 Quarter):*

<b>Adult Gerontology Acute Care Nurse Practitioner—AGACNP</b>
NUNP 6531 - Advanced Practice Care of Adults Across the Lifespan (didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6540 - Advanced Practice Care of Frail Elders (didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6550 - Advanced Practice Care of Adults in Acute Care Settings I (didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6560 - Advanced Practice Care of Adults in Acute Care Settings II (didactic—3 cr.; practicum—2 cr. [160 hours])

<b>Adult Gerontology Primary Care Nurse Practitioner—AGPCNP</b>
NUNP 6531 - Advanced Practice Care of Adults Across the Lifespan (didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6540 - Advanced Practice Care of Frail Elders (didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6551 - Primary Care of Women



(didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6565 – Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings
(didactic—3 cr.; practicum—2 cr. [160 hours])

<b>Family Nurse Practitioner—FNP</b>
NUNP 6531 - Advanced Practice Care of Adults Across the Lifespan
(didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6541 - Primary Care of Adolescents and Children
(didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6551 - Primary Care of Women
(didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6565 – Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings
(didactic—3 cr.; practicum—2 cr. [160 hours])

<b>Psychiatric Mental Health Nurse Practitioner—PMHNP</b>
NUNP 6640 - Psychotherapy With Individuals
(didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6650 - Psychotherapy With Groups and Families
(didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6660 - Psychiatric Mental Health Nurse Practitioner Role I: Child and Adolescent
(didactic—3 cr.; practicum—2 cr. [160 hours])
NUNP 6670 - Psychiatric Mental Health Nurse Practitioner Role II: Adults and Older Adults
(didactic—3 cr.; practicum—2 cr. [160 hours])

<b>Leadership and Management</b>	
<i>Course Sequence:</i>	<i>Notes About Course Sequence:</i>
NURS 6600 - Capstone Synthesis Practicum	NURS 6241- Strategic Planning in Healthcare Organizations must be taken prior to NURS 6600. NURS 6241 has content that can assist the

(didactic—3 cr.; practicum—2 cr. [144 hours])	student be successful in NURS 6600. Students must petition through Student Success Advising in order to take NURS 6241 and 6600 together.
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<b>Nursing Education</b>	
<i>Course Sequence:</i>	<i>Notes About Course Sequence:</i>
NURS 6341 - Specialty in Clinical Nursing  (didactic—4 cr.; practicum—1 cr. [72 hours])	In some instances, students may have reason to take NURS 6351 prior to NURS 6341 (this must be petitioned through Student Success Advising). However, NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education must be successfully completed prior to taking NURS 6351.
NURS 6351 - Role of the Nurse Educator  (didactic—4 cr.; practicum—1 cr. [72 hours])	

<b>Nursing Informatics</b>	
<i>Course Sequence:</i>	<i>Notes About Course Sequence:</i>
NURS 6431 - Evaluation Methods for Health Information Technology  (didactic—4 cr.; practicum—1 cr. [72 hours])	NURS 6431 must be taken and successfully completed prior to taking NURS 6600.
NURS 6600 - Capstone Synthesis Practicum  (didactic—3 cr.; practicum—2 cr. [144 hours])	

<b>Public Health Nursing</b>	
<i>Course Sequence</i>	<i>Notes About Course Sequence</i>
NURS 6720 - Population-based Public Health Nursing Interventions	NURS 6720 prerequisites: NURS 6710, PUBH 6034, NURS 8310

(didactic—2 cr.; practicum—3 cr. [216 hours])	NURS 6730 prerequisites: PUBH 6475
NURS 6730 – Public Health Nursing Leadership  (didactic—3 cr.; practicum—2 cr. [144 hours])	NURS 6720 must be successfully completed prior to taking NURS 6730

*Field Experience/Practicum Courses by Specialization (for Nursing Practitioner Students With Catalog Years Before Spring 2018 Quarter):*

<b>Adult Gerontology Acute Care Nurse Practitioner—AGACNP</b>
NURS 6531 - Advanced Practice Care of Adults Across the Lifespan (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6540 - Advanced Practice Care of Frail Elders (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6550 - Advanced Practice Care of Adults in Acute Care Settings I (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6560 - Advanced Practice Care of Adults in Acute Care Settings II (didactic—3 cr.; practicum—2 cr. [144 hours])

<b>Adult Gerontology Primary Care Nurse Practitioner—AGPCNP</b>
NURS 6531 - Advanced Practice Care of Adults Across the Lifespan (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6540 - Advanced Practice Care of Frail Elders (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6551 - Primary Care of Women (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6565 – Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (didactic—3 cr.; practicum—2 cr. [144 hours])

<b>Family Nurse Practitioner—FNP</b>
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NURS 6531 - Advanced Practice Care of Adults Across the Lifespan (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6541 - Primary Care of Adolescents and Children (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6551 - Primary Care of Women (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (didactic—3 cr.; practicum—2 cr. [144 hours])

<b>Psychiatric Mental Health Nurse Practitioner—PMHNP</b>
NURS 6640 - Psychotherapy With Individuals (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6650 - Psychotherapy With Groups and Families (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6660 - Psychiatric Mental Health Nurse Practitioner Role I: Child and Adolescent (didactic—3 cr.; practicum—2 cr. [144 hours])
NURS 6670 - Psychiatric Mental Health Nurse Practitioner Role II: Adults and Older Adults (didactic—3 cr.; practicum—2 cr. [144 hours])

### *Application Deadlines*

Applying for practicum can be a lengthy process. The Office of Field Experience recommends that you start the process early enough to remedy any problems that may arise before your application is due. Applications are due the start date of the quarter before you plan to start your practicum. Students must submit one application per practicum course. Deadlines are firm and late applications are not accepted.

For more information about practicum policies and procedures, please review the practicum manual and website. All resources are on the School of Nursing Field Experience website at <http://academicguides.waldenu.edu/fieldexperience/son>.

### **Field Experience in PhD in Psychology Clinical and Counseling Psychology Specializations and PhD in Clinical Psychology**

PhD in Psychology students in the Clinical Psychology and Counseling Psychology specializations and PhD in Clinical Psychology students 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.

**Clinical Psychology.** Students must register for a minimum of two terms of practicum, registering for additional terms until the required 750 hours is attained.

**Counseling Psychology.** Students must register for four terms of practicum, registering for additional terms until the required 1,000 hours is attained.

### *Prerequisites*

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

Completion of ALL PhD PSYC-CLNP Batch BAYR Courses

Completion of the Program Milestone: Readiness for Practicum

**Note:** Students must complete the following courses with a grade of *B* or better:

**Clinical:** PSYR 8704, 8340, 8350, 8421, 8232L, 8240L, 8117L, 8346L

**Counseling:** PSYR 8704C, 8340C, 8350C, 8421C, 8208C, 8240C, 8117C, 8332C

### *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.

## *Review the Student Handbook and Training Manual*

All information pertaining to the practicum is detailed in the *Counseling Psychology Student Handbook and Training Manual* or the *Clinical Psychology Student Handbook and 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.

## *Review State-Specific Requirements*

Students should visit the website for their state and review all of the state's specific requirements for completing a practicum. A list of state licensure websites can be found at the Association of State and Provincial Psychology Boards' Contact Page. 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.*

## **Psychology Internship**

An internship is required for students enrolled in the Clinical Psychology and Counseling 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 the dissertation before beginning an internship. Completion and approval of the dissertation proposal is also required.

## *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.

All information pertaining to the internship is detailed in the *Counseling Psychology Student Handbook and Training Manual* or the *Clinical Psychology Student Handbook and 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.

## *Review State-Specific Requirements*

Students should visit the website for their state and review all of the state's specific requirements for completing an internship. A list of state licensure websites can be found at the Association of State and Provincial Psychology Boards' Contact Page. 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).

## **Field Experience in School Counseling**

Students in the MS in School Counseling Field Experience receive a supervised clinical experience with emphasis on the knowledge and practice of counseling skills, theories, competencies, and best practices. The MS in School Counseling field experience students are provided with experiential learning opportunities in preparation for entering into the school counseling profession.

## **School Counseling Practicum**

The practicum is the first experiential training component of field experience. Practicum is "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP). Students secure a field site that meets the policies and criteria listed in the *Field Experience Manual*, submit an application to start practicum within the posted application windows, and satisfactorily complete the practicum in one academic quarter of coursework. Students complete at least 100 hours, including at least 40 direct hours with clients, while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (practicum instructor), earning satisfactory evaluations from faculty and

site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

## **School Counseling Internship**

The internship field experience is completed after the student has satisfactorily completed the practicum experience. According to the CACREP standards, 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." Students secure a field site that meets the policies and criteria listed in the *Field Experience Manual*, submit an application to start internship within the posted application windows, and satisfactorily complete the internship in two academic quarters of coursework. Students complete a minimum of 600 hours, including at least 240 direct hours with clients (of which at least 10 hours must be in group counseling), while participating in weekly onsite, in-person individual/triadic supervision with the approved site supervisor and group supervision via videoconference with the faculty supervisor (internship instructor), earning satisfactory evaluations from faculty and site supervisors, and adhering to all SOC-OFE policies outlined in the *Field Experience Manual*, as well as site and university policies, the ACA code of ethics, and all state regulations for counseling professionals.

See more at: School of Counseling Office of Field Experience Website

## **Field Experience in Teacher Preparation Programs**

Field experiences are an integral part of Walden University's Teacher Preparation Program with a Master of Arts in Teaching (MAT) and Bachelor of Science in Elementary Education (BSEE) 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. For specific information about field experience requirements, candidates should find the following in their ePortfolio:

*Teacher Candidate Guidebook*

*Field Experience and Demonstration Teaching 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 practicum takes place in conjunction with registration in two sequential 3-credit courses (PUBH 6638 and 6639). The required hours of agency service may take place only during registration in the appropriate courses. 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 two quarters must register for the second practicum course until all field hours are completed.



Practicum hours must occur only during registration in the above courses. 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 must begin logging practicum hours within the first week of the practicum course. They may not log any practicum hours outside of the practicum registration, including the off weeks between PUBH 6638 and PUBH 6639. Students are allowed to finish all practicum hours while enrolled in 6638; however, enrollment in PUBH 6639 the following quarter is required. If students are unable to finish their required hours in two quarters as planned, a grade of *Unsatisfactory* will be given in PUBH 6639 and students will be required to register for an additional quarter of PUBH 6639.

Students must have completed all preceding academic coursework to begin the practicum and must be in good academic standing with a GPA of 3.00 or higher. 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 the Field Experience School of Health Sciences website, located on students' myWalden university portal or at this link: <https://academicguides.waldenu.edu/fieldexperience/sohs>.

## ***Optional Practicum Experience***

### **Field Experience in Clinical Research (CLRA 6550)**

Students in the MS in Clinical Research Administration program may elect to earn a practicum experience by adding an additional course, CLRA 6550 Practicum, to their program of study. Students should contact the Student Success Advising Team at any point in their program before completing CLRA 6175 Biostatistics to request the addition of CLRA 6550 Practicum to their program of study.

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

The field practicum takes place in conjunction with registration in CLRA 6560 Capstone. The required hours of agency service may take place only during registration in the appropriate seminar. All work hours must occur on or after the official start date of the approved semester and may not go beyond the end date of the semester. Students who cannot complete the practicum hours in one semester must register for the seminar until all field hours are completed.

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

## Field Experience in Health Informatics (MSHI 6950)

Students in the MS in Health Informatics program may elect to earn a practicum experience by adding an additional course, HINF 6950 - Practicum, to their program of study. Students should contact the Student Success Advising Team at any point in their program before completing HINF 6205 - Research and Program Evaluation to request the addition of HINF 6950 - Practicum to their program of study.

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

The field practicum takes place in conjunction with registration in HINF 6960 - Scholarly Project. The required hours of agency service may take place only during registration in the appropriate seminar. All work hours must occur on or after the official start date of the approved semester and may not go beyond the end date of the semester. Students who cannot complete the practicum hours in one semester must register for the seminar until all field hours are completed.

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

## Final Projects

ePortfolios

Final Projects: MS in Health Informatics Scholarly Project

Master's Thesis

Education Specialist (EdS)

Final Projects: DBA Doctoral Study

Final Projects: EdD Capstone: Project Study

Doctor of Nursing Practice (DNP)

Capstone Research: Dissertation or Doctoral Study

## ePortfolios

Education Specialist (EdS)

Final Projects: MS in Clinical Research Administration ePortfolio

Final Projects: MS in Education ePortfolio

Final Projects: Master of Healthcare Administration (MHA) ePortfolio

Final Projects: Master of Public Health (MPH) ePortfolio

## **Final Projects: MS in Clinical Research Administration ePortfolio**

As a final MS 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 MS 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 MS 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*)

## **Final Projects: MS in Education ePortfolio**

As a final MS 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 MS 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 MS 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*)

## **Final Projects: Master of Healthcare Administration (MHA) ePortfolio**

As a final Master of Healthcare Administration (MHA) 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 MHA 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 MHA program outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome (*optional*)

### **Final Projects: Master of Public Health (MPH) 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)

### **Final Projects: MS in Health Informatics Scholarly Project**

All MS 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.

### **Final Projects: 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, depending on your program, 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 [Thesis Process](#) portion of the [Center for Research Quality](#) website.

## 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 than 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.

## Education Specialist (EdS)

Final Projects for the Education Specialist (EdS) in:

- EdS in Administrator Leadership for Teaching and Learning
- EdS in Adult Learning
- EdS in College Teaching and Learning
- EdS in Curriculum, Instruction, and Professional Development
- EdS in Educational Technology Capstone Project
- EdS in Special Education
- EdS in Teacher Leadership Capstone Project

The capstone concludes the Education Specialist (EdS) 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, and 5) reflecting on the capstone project.

**Note:** *Students should see the Education Specialist (EdS) Program Guide for full information on the capstone project and process.*

## **Final Projects: DBA Doctoral Study**

In the doctoral study, students demonstrate mastery of the knowledge and skills that will be required for careers in business, academics, and management as leaders. The doctoral study, which is the culminating paper of the Doctor of Business Administration (DBA) 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 DBA program will take DDBA 8005 or 8006 course Foundations for Doctoral Business Administration Studies. By the end of the first 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 DBA program offers two distinct doctoral studies courses:

Writing the Prospectus

Doctoral Study Completion

## **DDBA 8991 and 8100 Writing the Prospectus Courses**

These courses are 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 lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 60–100 peer reviewed references),

and a research, implementation, and evaluation plan for the solution of a business-related problem.

Besides serving as the key activity and basis for assessment in these courses, 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 first course.

### **DDBA 9000 Doctoral Study Completion Course**

A minimum of five semesters of the DBA 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. 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.

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 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 DBA degree is awarded upon successful review at both levels. Please see the [Center for Quality Research](#) website 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 [Center for Quality Research](#) website and the Doctoral Research Sequence of this *Walden University Student Handbook*.

### **Final Projects: EdD 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 EdD 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 educational leaders work. The project study provides the educational 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 Center for Research Quality website and the Doctoral Research Sequence of this *Walden University Student Handbook*.

### **Doctoral Study Timing**

It is difficult to schedule completion of the doctoral capstone process for a specific semester. Students can begin thinking about their capstone project early in the program as they learn more about their field and research approaches. While the student must complete at least two semesters (12 credits) of doctoral study coursework, the process may take longer, depending on the required background work, the research design, and the nature of the project study itself. University faculty and staff will make every effort to help the student complete a high quality capstone project in an efficient manner.

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 than 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 (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 credits for EDUC 8090 are not reflected in the overall credit requirements needed for graduation, but these additional credits will appear on the transcript. All courses and the residency must be completed prior to registration in EDUC 8090.



## Doctor of Nursing Practice (DNP) Practicum Course Description and Requirements

NURS 8400	<p><b>Evidence-Based Practice I: Assessment and Design of Programs</b></p> <p>Students will identify the clinical/practice question for their course assignment.</p> <p>The DNP practicum course is designed with 5 credits (4 didactic, 1 clinical) at a 1:6 ratio* = 72 clinical hours. The student will develop a critical review that familiarizes the student with the literature and results in identification of a clinical practice question.</p>	<p>5 credits</p> <p><i>4 credits didactic</i></p> <p><i>1 credit clinical</i></p> <p><i>(72 hours)</i></p>
NURS 8410	<p><b>Best Practices in Nursing</b></p> <p>A program/course assignment to intervene with clinical/practice questions under the guidance of an approved clinical mentor will be developed.</p> <p>The DNP practicum course is designed with 5 credits (4 didactic, 1 clinical) at a 1:6 ratio* = 72 clinical hours. The student will address a clinical/practice questions (e.g. program planning, practice change, consultation, quality improvement project, or pilot study proposal with any necessary IRB approvals).</p>	<p>5 credits</p> <p><i>4 credits didactic</i></p> <p><i>1 credit clinical</i></p> <p><i>(72 hours)</i></p>
NURS 8500	<p><b>Evidence-Based Practice II: Planning and Implementation</b></p> <p>Advanced Practice Focus or Aggregate Systems Focus</p> <p>This DNP practicum course will focus on the implementation of program/course assignment design to intervene with clinical/practice questions under the guidance of an approved clinical mentor.</p> <p>As a practicum course, the course is designed with 3 credits at a 1:6 ratio* = 216 clinical hours. Additionally, the student will review the evidence regarding the clinical/practice question and resulting findings, conclusions, and recommendations.</p>	<p>5 credits</p> <p><i>4 credits didactic</i></p> <p><i>1 credit clinical</i></p> <p><i>(72 hours)</i></p>
NURS 8510	<p><b>Evidence-Based Practice III: Implementation, Evaluation, and Dissemination</b></p> <p>This DNP practicum course will focus on evaluation and dissemination of a program/course assignment design to intervene with a clinical/practice question under the guidance of an approved clinical mentor.</p> <p>As a practicum course, the course is designed with 3 credits at a 1:6 ratio* = 216 clinical hours.</p>	<p>3 credits</p> <p><i>(216 clinical hours)</i></p>

The culminationg DNP Capstone Project will use TaskStream and MyDR.

## Capstone Research: Dissertation or Doctoral Study

### Final Projects: Dissertation

The final phase of study for Walden PhD 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 information pages at the Center for Research Quality.

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 PhD 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.

<b>Quarter of Intended Graduation</b>	<b>Submission to Form and Style</b>	<b>Dissertation Oral Presentation</b>	<b>Final Dissertation and Rubric Submitted</b>	<b>Abstract Submitted for Chief Academic Officer Review</b>
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 will automatically be placed in SBSF 7100 Research Forum or EDUC 8800 Research Forum with the chair of their dissertation committee. They will remain registered in SBSF 7100 or EDUC 8800 for the duration of their dissertation process. The registrar's office will assign the appropriate dissertation credits when the final academic audit is complete.

Students enrolled in a course-based and some mixed-model programs must earn a minimum of 20 dissertation credits. Registration for dissertation credits takes place during the regular course registration period. After students initially register for the dissertation course, 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. Students with specific questions about their programs should contact their student success advisor.

### *My Doctoral Research (MyDR)*

My Doctoral Research (*MyDR*) is a new management tool for doctoral students who are in the dissertation or doctoral study phase of their programs. Currently available to students in all PhD, EdD, DBA, and DNP programs, and available to newly added doctoral studies programs as they are launched, *MyDR* offers a secure repository for dissertation documents, facilitates communication between students and committee reviewers, provides a historical archive of faculty feedback, and distributes automatic notifications of approvals and next steps to students and committee members. The *MyDR* tool is accessible through the Blackboard classroom. Training materials are available on the Center for Research Quality website.

## **Dissertation and Doctoral Capstone Credit**

### *Doctor of Philosophy Programs*

Students in PhD programs are enrolled in dissertation courses each term that they are working on completing their dissertation. Course credit is earned for each individual dissertation course successfully completed. If students complete the minimum dissertation credit required for their program but have not yet completed the dissertation process, they are continuously registered for the dissertation course until they receive final approval of their dissertation. In the rare event that a student completes his or her dissertation before earning the minimum required dissertation credits, only the Chief Academic Officer can approve dissertation credit waivers. Students must be registered in the final term for which they receive approval of their dissertation. For program-specific information regarding dissertation credit, students should refer to the program and course information provided in the catalog.

## Professional Doctorate Programs

Most professional doctorate programs have a capstone requirement that varies from that of the dissertation. Students in professional doctorate programs must complete a doctoral study, capstone, or project. The total credit requirement varies by program and is in addition to any practicum or field experience requirements. As with the dissertation, students are enrolled in a doctoral capstone course each term until they have met the total requirements for the program. For program-specific information regarding doctoral capstone credit, students should refer to the program and course information provided in the catalog.

## KAM and Mixed-Model Programs

Students enrolled in a KAM or Mixed-Model program follow the same model of continuous registration as students in PhD programs. Students are continuously registered in a Research Forum course during the completion of the KAM and the dissertation. Students are responsible for completing all KAM coursework prior to engaging in the dissertation stage of their program. A dissertation committee cannot be formed or active until the student has completed all of their KAM requirements. For program-specific information regarding KAM and/or dissertation credit, students should refer to the program and course information provided in the catalog.

Please note, for all programs, students must be actively registered in the appropriate course in order to conduct research for a doctoral research artifact (dissertation/doctoral capstone/KAM) or to receive support services from Walden University.

## Doctoral Capstone Completion Process

All students enrolled in a Walden University doctoral program will proceed through the following steps as they complete their capstone:

<i>Step</i>	<i>Items to Be Completed</i>
<b>Premise</b>	The premise is a short document that is used to identify a <i>preliminary topic and approach</i> for the doctoral capstone, and to help align the student with the faculty member who will guide continued development of the prospectus, either as chair and/or instructor of a prospectus course. <i>This document may have a different name in some programs.</i>
<b>Prospectus</b>	The prospectus is a brief document that describes an agreed upon <i>plan for developing the proposal</i> and is evaluated to assure a doctoral-level 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. An approved prospectus also formalizes the <i>structure of the doctoral committee</i> that will work with the student on completing the doctoral capstone. An approved prospectus is required for doctoral candidate status.

	For more information consult the Office of Student Research Administration web page.
<b>Proposal</b>	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 rationale for conducting the study and describe the design and methodology it will utilize.
<b>Proposal University Research Review</b>	<p>Once the chair and second member are satisfied that the first three chapters of the capstone meet all of the requirements specified in the appropriate rubric, the chair will submit the proposal for review.</p> <p>The student's URR member 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.</p>
<b>Proposal Oral Conference</b>	<p>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 Administration.</p> <p>For more information on this step, see the Walden Center for Research Quality web page, and under Oral Defense, click on "Call Request form" to arrange a conference call.</p> <p>Following URR approvals, the student will present the proposal to the chair and second member via a teleconference scheduled with the Office of Student Research Support.</p>
<b>IRB Approval</b>	<p>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.</p> <p>For more information on the IRB approval process, consult the Office of Research Ethics and Compliance web page.</p>
<b>Completion of Doctoral Capstone</b>	Following IRB approvals, students collect, analyze, and report their findings, and complete the remaining chapters or sections of their capstone. During the capstone phase, Walden University and its IRB can only oversee the data collection that is relevant to the capstone analysis. Any interventions, initiatives, therapy, education, training, or other programs that are relevant to the capstone must be overseen by partner sites that are appropriately qualified to do so.
<b>Completed Capstone URR</b>	After 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 Walden Center for Research Quality web page and download the <i>URR Request Form</i> .
<b>Form and Style Review</b>	Upon approval of the completed capstone by the student's URR member, 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.
<b>Dissertation/Doctoral Study Oral Conference</b>	Following F&S approval, the student will present the complete capstone project to the chair and second member via a teleconference scheduled with the OSRA. 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 web page, and under "Student Oral Presentations" click on "Arrange a Conference Call."
<b>Final URR Review</b>	After successful completion of the oral and committee approval of the final capstone project, the chair forwards the final document along with the appropriate committee rubrics to the URR for review while copying research@mail.waldenu.edu. The OSRA 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.  <i>In addition, the URR reviews the abstract to make sure it meets university guidelines.</i>
<b>Chief Academic Officer Review</b>	When approval from the URR has been received, the OSRA will send the abstract of the dissertation or doctoral study to the university Chief Academic Officer (CAO) or designate. Upon CAO approval, the research component of the degree requirement is officially completed.

## 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 a mediator 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 comprised of three members: 1) a chair, 2) a second member, and 3) a University Research Review (URR) member.

#### **I. Chair**

The committee chairperson leads the committee members as they work with students on their doctoral capstone projects. As a result, the chairs 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 or she is indeed eligible to serve in that role.

#### **2. Second Member**

The 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

## **3. University Research Review (URR) Member**

### **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 member assignment process.



## **The Role of URR Members**

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 member role:

The defined scope includes feedback related to theoretical, methodological, analytical, and organization content. URR members 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 members 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 member 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.

## **4. 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 "University Research Review Process."

## **Guidance for Walden Students on the Use of External Consultants for Capstone Projects**

Although the doctoral capstone project can seem daunting at the outset, the academic programs at Walden are designed to prepare students to complete their own projects. The need for added support is understandable, but completed capstones must represent the students' work and learning, and demonstrate their skills as a holder of doctoral degrees. Students who choose to utilize support beyond services offered by the university need to be mindful of the pitfalls and potential problems that can arise.

In today's marketplace, there are some unscrupulous writers, scholars, and statisticians that cross boundaries and interfere with the originality of student work. The information below is provided to give clarity on this subject in relation to student and faculty expectations and support all students in selecting support options.

### *Editors*

In working with editors, students should use these resources only for editing and clarifying, not for the synthesis of ideas or the generation of new concepts. Having someone else write parts of the document is a form of plagiarism, and it puts the entire project at risk.

### *Statisticians and Other Research Consultants*

Research consultants' services should be used for tutoring of statistical concepts and reviewing data analysis strategies; these are not services for designing the research or interpreting the results. To have a successful oral presentation of the capstone, students need to be able to explain and defend every aspect of their work and to demonstrate an understanding of all concepts, synthesis, and analysis.

### *Caution and Support for Students*

Unfortunately, a growing number of doctoral students hire editorial and statistical services from individuals and/or companies who make claims to deliver a product but fail to do so. In some cases, services performed by others may put students in a position that can jeopardize their status at the university. Walden University will not be able to support or accommodate students who become victims of misleading or unscrupulous consultants. Students should apply the guidance provided here when considering an outside consultant. Prior to seeking external resources, students should first consult the menu of support options available at no cost from the Center for Student Success and the Center for Research Quality.

## *Faculty Recommendations*

Faculty members may suggest the use of an advisor or consultant when students display consistent editorial difficulties on document drafts, but they should not require students to use an external consultant and cannot require the use of a specific consultant.

## **Selection and Appointment of Committees**

### *Chairs and Second Members*

**PhD Committees:** Chairs and committee members in PhD programs will be selected by students with assistance from their program and the Center for Research Quality's (CRQ) Office of Student Research Administration (OSRA).

After identifying a chair and a second member willing and able to serve in those roles, PhD 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 Office of Student Research Administration web page and select *Committee Nomination* form (located in each program) and submit it to the Office of Student Research Quality (OSRA) (research@mail.waldenu.edu).

The university processes all *Request for Appointment of the Dissertation Supervisory Committee* forms within 1 week of receipt. The program chair of the school makes the final determination on committee appointments. His or 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 OSRA will notify students when their committee is approved.

*Professional Doctorate\* Committees:* Students in professional doctorate programs will have chairs and committee members appointed for them. Program coordinators will assign each student a committee, and alert the OSRA staff of the committee's approval after students have reached specific milestones in their progress within the program. The OSRA staff will then e-mail 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 e-mail.

*\*Professional Doctorate programs include: EdD, DBA, and DNP*

**For information** on changing one's chair or second member after a committee is approved, students should consult the relevant *Dissertation Guidebook* or the *Doctoral Study Guidebook* for the program.

### ***Committee URR Member***

Students are not responsible for recruiting a URR member for their committees. However, if a URR member was not assigned to the committee at approval of the prospectus, the student will later need to complete the URR Request form and submit it with a copy of the approved prospectus to the OSRA. The program director or designee will use that information to make the

best match possible based on the URR Members' familiarity with the research design (i.e., quantitative, qualitative, mixed-methods).

University Research Review (URR) members will be assigned upon completion of the prospectus in the following manner:

The URR member assignment will be conducted by the program director (or designee) of the school/college. A database of URR members' content and methodology expertise will be maintained by the program to help facilitate the matching process.

The student (with a copy sent to the committee chair) will submit the prospectus and a URR Request form to the OSRA to forward to the appropriate program for URR assignment. Students should send correspondence to the address listed in the URR Request form for their specific degree.

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 primarily be provided by the content expert of the committee.

All URR members must meet approved requirements for serving in this capacity and must complete the university's URR Orientation Module.

Should the focus of a student's project change to a methodology with which the assigned URR member is not familiar, a new URR member can be assigned to the committee at the request of the student, the chair, or the URR member.

## **Doctoral Capstone Project Inclusion in the Institutional Repository**

### *Notice of Right to Distribute*

To assure transparency in doctoral training, Walden University reserves the right to distribute capstone products via the institutional repository (IR). Students cannot opt-out of IR participation. Capstones will be available in the repository as "Gratis Open Access"—the content is available to read free-of-charge, though its reuse is still restricted. Authors retain the copyright for their capstone product. Capstone products subject to this policy include dissertations, doctoral studies, project studies, and any equivalent documents that fulfill a doctoral capstone requirement.

### *Capstone Product Content Distributed in the Repository*

Every capstone product will be catalogued in the IR upon receipt from ProQuest/UMI. The catalog record will include the title, author name, year of doctoral degree conferral, degree earned, the name of the committee chair, and the abstract.

By default, the full text of the capstone product will be available in the repository upon receipt from ProQuest/UMI.

## *Embargo Option*

Authors may opt to restrict access to the full text of their capstone in the IR by requesting a 1-year embargo period. The student will receive instructions for electing this option from the Center for Research Quality along with other capstone completion documentation. If an embargo is requested:

The embargo period begins upon receipt of the document from ProQuest/UMI.

The full text of the capstone product will become available in the repository at the end of the embargo period, one year after receipt.

A catalog record is created for the document upon receipt from ProQuest/UMI; i.e., information about the document will be discoverable in the repository even during the embargo period.

## **Foundational Activities**

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

These include:

Foundational Activities: Undergraduate Students

Foundational Activities: Graduate Students

Program of Study

Professional Development Plan

### ***Foundational Activities: Undergraduate Students***

During their first term, undergraduate students complete HMNT 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 HMNT 1001 is a degree requirement.

### ***Foundational Activities: 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 Student Success 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 EdD program), and MS in Psychology and MS 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 and Counseling Psychology specializations in the School of Psychology and Clinical 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 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 and

Counseling 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 PhD in Public Health program, Part III of the PDP is the *Program of Study* form only. For students in the Clinical Psychology and Counseling 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 PhD in Health Services and PhD 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 assignment area in SBSF 7100 Research Forum or EDUC 8800 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 student success 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, required for those doctoral students as noted above, 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 and Counseling Psychology specializations in the School of Psychology and students in the Mental Health Counseling program, the Personal State Licensure Plan is complete.

## **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 [Institutional Review Board](#) web page.

Scope of Authority

Membership

Information Required for Review

### ***Institutional Review Board: Scope of Authority***

The Institutional Review Board (IRB) is required to review research proposals, funded or not, that are prepared by students, instructors, and staff ("Researchers"). The only categories of research that do not need to be submitted for IRB approval are literature reviews and

hypothetical research designs. For all others, the IRB is responsible for ensuring 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.
- All stakeholders' privacy is protected.
- Research is monitored.
- Researchers share study results appropriately with stakeholders.
- Researchers use other researchers' data collection tools appropriately.

All research projects involving access, 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 such research data collection until it has been approved by the IRB.

To accomplish these purposes, Researchers are required to complete the appropriate applications and obtain the board's approval prior to beginning data collection. Notwithstanding the exceptions listed above, the university's policy requires an ethics review of research methods by the IRB whether human subjects are involved or not. Applying the U.S. federal government's definition, *research* is defined as systematic investigation (i.e., the gathering and analysis of information) designed to develop or contribute to generalized knowledge.

### ***Institutional Review Board: 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 Quality.

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.

### ***Institutional Review Board: 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

## **ScholarWorks**

ScholarWorks is Walden University's institutional repository, housing scholarly and creative works from our faculty and alumni. In addition to showcasing our thought leadership, this comprehensive online resource highlights Walden's social change mission and scholar-practitioner model of graduate preparation.

Our repository includes:

- Dissertations and doctoral studies.
- Content from Walden's five research journals.
- Faculty research and publications.
- Links to award-winning doctoral studies and dissertations.

Contributors to ScholarWorks can gain exposure both within our internal community and with a global academic audience, and they have the opportunity to share their works publicly with potential employers, colleges, professional organizations, and other stakeholders.

Users of ScholarWorks can tap into a rich and constantly growing selection of research across an array of disciplines. Users can search by subject area, view top downloads and most recent additions, and identify trending topics.

**For more information, visit [ScholarWorks.WaldenU.edu](http://ScholarWorks.WaldenU.edu).**

## **Transition Points**

Some programs within Walden University's Richard W. Riley College of Education and Leadership incorporate a series of academic requirements, referred to as transition points or milestones, designed to ensure that candidates have acquired the necessary competencies and expertise to be a more effective educator. At each transition point, progress within the program will be evaluated using assessments that align with national professional standards. Walden's faculty members will help students master core concepts and principles, while student support services can provide additional academic, advising, and technical assistance. Successful advancement beyond each transition point certifies that students have the knowledge, skills, and professional dispositions to make a positive impact in their classroom, school, and community.

Students are encouraged to review their program specific handbook or guidebook accessible from their MyWalden page for additional information on their program's transition points.

Transition points can be found in the Minimum Academic Progress Benchmarks and GPA Requirements chart.

Transition points are included in the following programs:

### **Bachelors of Science in Elementary Education (K-6)**

#### **Teacher Preparation Program**

Teacher Preparation Program with a Master of Arts in Teaching (MAT)  
Special Education (K–Age 21)

#### **Education Specialist (EdS) Programs**

Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program

#### **Master's Degree Programs**

MS in Education in Educational Leadership and Administration (Principal Preparation) Program

### **Other Undergraduate Options**

Accelerate Into Master's (AIM) Programs  
Undergraduate Minors

## Accelerate Into Master's (AIM) Programs

### Undergraduate Minors

#### Program Major/Minor/Concentration Comparison

Program Element	Minimum Credit Hours	Minimum Number of Courses	Minimum Percent of Degree	Upper-Level Requirement	Distinct Learning Outcomes?	Required?
Major	45	9	30%	Varies	Yes	Yes
Minor	24–30	6	20%	Two courses	No	No
Concentration*	20–36	3	Varies	One course	No	No
General Education	45–70	9	25%	Varies	Yes	Yes
OVERALL DEGREE	180	37 (or more)	100%	30% (or more)	Yes	

\*Concentrations are not required for all undergraduate degrees.

A **program** is a prescribed course of study leading to a degree or certificate. A program encompasses the student's major, minor, concentration or specialization, and/or emphasis. An example would be a program leading to a B.A. in Journalism degree.

In the United States, an academic **major** is the academic discipline to which an undergraduate student formally commits. A student who successfully completes the courses prescribed in an academic major qualifies for an undergraduate degree. The amount of latitude a student has in choosing courses varies from program to program. Typically, the courses of an academic major are spread out over several academic terms. From the example above, the academic major would be "journalism."

An academic **minor** is a college or university student's declared secondary field of study or specialization during his or her undergraduate studies. The minor is in a discipline or field of study different than the major. Each college or university sets its own regulations for necessary course work that constitutes an academic minor. Again, using the example above, the academic minor might be "business" because it is a field of study different than the major.

The **concentration** (for undergraduates; or specialization for graduates) is defined as a subset of the major academic discipline. An example might be "magazine journalism" because it is a smaller, more defined subset of the larger discipline of journalism.

# Section 8. Student Support Services

- Academic Integrity and Student Affairs
- Admissions
- Alumni Relations
- Bursar
- Career Services
- Center for Degree Acceleration
- Center for Research Quality
- Center for Academic Excellence
- Customer Care Team
- Disability Services
- Faculty Members' Accessibility
- Faculty Services
- Financial Aid Office
- International Student Support
- Office of Military Services
- Ombudsperson
- Registrar
- Student Assistance Program
- Student Success Advising Team
- Technology Policies

## 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.

## 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.

Information for the Office of Admissions is at <http://www.waldenu.edu/admissions>.

## Alumni Relations

Once you become a member of the Walden community, you're on a lifelong journey of learning and growing with your peers. The Office of Alumni Relations connects alumni with the university and the greater Walden community, serving as a central hub for information, professional networking, benefits and services, and volunteer opportunities.

When students graduate from Walden, they become a part of a network of more than 113,000 alumni worldwide. Free membership in the Alumni Association gives alumni access to a variety of exclusive resources, networking tools, and other opportunities that can benefit each graduate personally and professionally:

**Networking Events.** Alumni participate in virtual and face-to-face networking events, attend events in key cities, and take part in Walden community events and volunteering efforts in their local areas.

**Alumni Chapters.** Alumni groups are forming in key states and will provide additional networking opportunities.

**Career Development.** Learn about professional development and career opportunities via webinars and programs by the Career Services Center. Alumni can grow their knowledge base through webinars and continuing education opportunities.

**Digital Engagement.** Stay current with the alumni website, informative blogs, social media networks, e-newsletters, and an electronic version of Walden's alumni magazine.

**The Alumni Library.** Enhance research endeavors with 24-hour access to the online alumni library.

Walden graduates are also eligible to:

**Become a Walden Alumni Ambassador,** to advocate on behalf of Walden and inspire others through sharing their Walden story. Ambassadors also gain access to an exclusive social sharing platform.

**Receive the Outstanding Alumni Award** presented annually at commencement.

**Save on tuition** as a lifelong learner by continuing their education at Walden University at a discounted alumni rate.

**Pass along savings** to family and friends when those they refer enroll at Walden.

For more information on Alumni Relations, students can reach out to [alumni@mail.waldenu.edu](mailto:alumni@mail.waldenu.edu) or call 1-877-235-3561.

For more information, go to [Waldenu.edu/Experience/Alumni](http://Waldenu.edu/Experience/Alumni)

# Bursar

The bursar's office acts as the custodian for university funds. The office is divided into two distinct units:

The responsibility of the *receivables management unit* is to accurately process student tuition payments, refunds, and billing. Payment processing is done on a daily basis to help ensure that student records are up to date. Billing, as well as the application of student discounts, is done on a daily basis. The receivables management team also tracks past-due balances and, when necessary, places a financial hold status on the student's account as it relates to tuition and fees. Federal financial aid disbursements are also applied and refunded from this unit.

The responsibility of the *financial account management unit* is to reduce the past-due receivables in a timely and effective manner. This is accomplished by identifying and contacting all students whose accounts are deemed past due, via e-mail, letter, and telephone. The overall objective is not only to collect the receivable but also to encourage the student to continue his or her education, thereby retaining the student and continuing to increase the university's revenue stream.

The Office of the Bursar responds to questions on tuition and billing and handles student loan disbursement and refunds.

E-mail: [bursar@mail.waldenu.edu](mailto:bursar@mail.waldenu.edu).

Phone: 1-800-925-3368 (1-800-WALDENU) and follow the options for the Bursar office.

# Career Services

Career Services supports Walden students and alumni in developing workplace skills to thrive as professionals in organizations and communities. Career Services' website features webinars and 15-minute video tutorials covering popular career topics; two custom job and internship search systems; and career-related resources including industry research sites, job boards, professional associations, and networking groups. Additionally, Career Services offers resources for specific interest areas including careers in academia, global job search, and volunteering. Career Services promotes applied learning through optional internship courses and resources.

The Career Services team provides tailored, career-related advice on an individual basis via phone and e-mail and offers drop-in advising sessions. They also deliver live monthly career webinars on a variety of career-related topics. Students and alumni may use the OptimalRésumé system with more than 400 résumé templates to develop targeted résumés, curricula vitae, cover letters, electronic portfolios, and personal websites to showcase their professional and academic achievements.

To support students and alumni in building their professional networks, Career Services hosts Walden Career Connections, live online networking events where students and alumni communicate via chat. Career Services' LinkedIn group, Facebook, and Twitter communities offer students forums for connecting online. Serving a very large and diverse student body



located throughout the United States and beyond, Career Services strives to educate, coach, and advise students and alumni on proactive career management.

## **Center for Academic Excellence**

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

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

## **Library**

The Walden University Library is a fully digital library that provides the Walden community with access to more than 206,000 electronic books, 69,000 full-text journals, and 3.9 million dissertations, 24 hours a day, 7 days a week. Students can access more than 100 databases, an online catalog, a multiple-database search tool, a searchable FAQ, course and subject guides, short instructional videos, recorded and real-time webinars, and self-paced online tutorials through the library's website. The library also manages ScholarWorks, our institutional repository of Walden University research and publications.

Our Ask A Librarian service allows Walden students, faculty, and staff to request assistance from the librarians via e-mail, web form, or telephone. The library pledges a 24-hour response time to e-mail and web form requests and a 1-hour response time for phone messages. The library staff answer questions about using the library's resources, teach students how to refine topics and searches, and aid students with many other library and information-seeking skills.

Occasionally, students and faculty may encounter items that are not available in the library's collection. To meet those needs, the library offers Document Delivery Service. This service allows students and faculty members to submit requests for articles and book chapters for fulfillment from partner institutions. This service is provided at no cost to the user. See the Document Delivery Service page for more information on document delivery process and policies.

Information literacy is an important goal for Walden University. The library supports the development of students' information literacy skills by providing timely and flexible library instruction. Several courses, including the graduate Foundation courses and courses in the early core curriculum of undergraduate degrees, include library skills modules. Self-guided instruction on general library skills, course-specific project support, and capstone research assistance is available via instructional guides hosted on the library website. The library offers live presentations on various information literacy skills topics via webinars. One-on-one student instruction occurs through advising at residencies and through reference service.

The library employs subject liaison librarians to support each of the university's schools and colleges. Liaison librarians work with their respective programs to maintain a connection

between faculty members and the library. In this role, the librarians assist with faculty research, create course-specific content, provide faculty members with library news and updates, and are available to answer questions regarding the library and its collections. Liaison librarians also develop the library instruction and support collection development in their subject area to help ensure that the proper resources are available for new and existing programs.

## **Writing Center**

Walden provides writing support for all students during their studies through the university's online Writing Center. Writing Center staff members are full-time writing instructors and dissertation editors with expertise in APA style, grammar, and other aspects of scholarly writing. Services and resources include webinars, course- and competency-based writing support, interactive modules, and web-based writing guidance; one-on-one paper reviews of coursework; and editorial support for capstone writers through the Form and Style Review. Information and links to these services can be found on the Writing Center website and Doctoral Capstone Form and Style website. Faculty members are encouraged to refer students to the center for assistance, as needed, and may even require students to interact with the center's web resources as part of a course. Faculty members should also encourage students working on coursework to make use of the one-on-one paper review service, which students may use up to twice a week. However, because the center cannot guarantee paper review availability, faculty members should recommend but not require this service.

In addition to student support, the Writing Center supports faculty members in their work with students by offering faculty-facing webinars, Web materials, and a dedicated faculty liaison. Visit the Writing Center Faculty Toolbox to access these resources. The Toolbox site also contains request forms for services such as course visits, chapter edits, and faculty referrals.

## **Academic Skills Center**

The Academic Skills Center provides tutoring in statistics, SPSS software, and Microsoft Office applications, and houses courses and workshops designed to improve Walden University students' knowledge and skills in reading, writing, and critical thinking. In addition to skills-based student support, the Academic Skills Center provides resources to support faculty members in their work with students. These resources include announcements that faculty can copy and paste to use in their classrooms, monthly video updates, and instructional video tutorials. These and other faculty resources are available on the Academic Skills Center: Faculty page.

Tutoring Services in the Academic Skills Center support all Walden students who request supplemental help with statistics (including SPSS) and Microsoft Excel, PowerPoint, and Word. Graduate assistants and instructional specialists tutor students in live, synchronous online sessions. Tutoring Services also host ongoing Skill-Builder instructional webinars and chat forums that students can attend live or watch in the center's recordings archive. Video tutorials are available as well to supplement instruction. More information on these services and resources can be found on the Tutoring Services page and the Skill-Builders page.

The Academic Skills Center's CAEX Program houses student success courses and doctoral capstone revision workshops. The goal of the Center for Academic Excellence (CAEX) courses, workshops, and seminars is to promote students' scholarly skill development primarily using

course-based instruction in support of their academic degree program. Course topics range from academic writing and critical thinking to academic integrity and statistics. The courses vary in length from 4 weeks to 8 weeks and are available for students on both the quarter and semester schedules. Credit is granted for successful completion of each student success course but does not apply toward degree program requirements. All classes are pass/fail.

The CAEX Program also houses the doctoral capstone revision workshops, a series of workshops designed to support students' writing of their doctoral proposals. The series consists of five workshops focused on revising and editing the introduction, the literature review, the methods section, the overall proposal, and the postproposal sections. Each workshop is 6 weeks long, and students must submit a two- to three-page excerpt from their proposal to their student success advisor to register. The CAEX Program also offers a preproposal workshop designed to help students get started on their premise or prospectus. More information about the CAEX Program's student success courses and doctoral capstone revision workshops is available on the CAEX Program page.

## **Center for Degree Acceleration**

The Center for Degree Acceleration provides multiple pathways for students to accelerate their time to degree completion and reduce the cost of their program of study. The Center helps undergraduate students by providing multiple pathways to demonstrate college-level learning acquired outside of the classroom and earn college credits including:

- Allowing students to easily transfer previous college-level courses or an associate's degree.
- Serving as the point of contact between enrollment advisors and student success advisors to enable students to foster earlier degree completion.
- Offering guidance to students on ways to obtain academic credit for college-level learning through a portfolio development course.
- Instructing students on other options to earn credit by examination.
- Providing guidance on the Accelerate into Master's (AIM) programs.

### ***Awarding Credit for Learning in Nonaccredited Institutional Settings***

Walden University may also consider awarding credits in recognition of learning that occurs in nonaccredited institutional settings. These settings might include businesses, corporations, government agencies, training providers, or institutes. To be considered for credit awards, an organization must provide a complete submission of all curricular components to be evaluated by a faculty subject matter expert for academic alignment and 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:** The faculty evaluator can recommend various levels of credit transfer including requiring the use of prior learning assessments to meet academic requirements. The recommended credit transfer cannot account for more than 25% of the total degree program requirements.

## Center for Research Quality

The Center for Research Quality 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 Quality 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 Quality operates through four offices:

**Office of Student Research Administration** 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.

**Office of Research Ethics 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.

**Office of Research and Sponsored Programs** assists students and faculty in obtaining both internal and external grant-supported funding for their research.

**Office of Research Quality Management** is charged with maintaining and continuously improving the quality of research associated with the university. It provides support to facilitate student research through the review and maintenance of graduate research curriculum. It also provides training to faculty members seeking to work as dissertation chairs of capstone committees, and it maintains university-level oversight of the standardized University Research Review (URR) process used to guide all graduate student capstone research. Finally, the office provides resources related to planning and writing research studies, research tutorials and guides, locating faculty expertise, and consultations regarding research methods for faculty.

## Customer Care Team

Once students enroll in their first course, Walden's Customer Care Team is available 24 hours a day, 7 days a week by phone, via online chat, or via e-mail 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 Customer Care Team also serves as initial support for

Bursar

Registrar

Order processing and fulfillment of course materials

The Customer Care 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)

E-mailing [support@mail.waldenu.edu](mailto:support@mail.waldenu.edu)

For international calls, please visit the Contact Numbers page on the Walden website to see a list of international phone numbers.

## Disability Services

Walden University is committed to providing equal opportunity to its educational services, programs, and activities in accordance with federal and state law, including access to official Walden University information and communication technology resources. Please contact [disability@mail.waldenu.edu](mailto:disability@mail.waldenu.edu) to discuss any accessibility concerns.

Accommodations are determined, on a case-by-case basis, by the director of Disability Services after review of medical documentation.

For further information, see the following policies:

- Face-to-Face Residencies
- Online Environment
- Requesting Leniency Based on Illness or Injury

## **Face-to-Face Residencies**

Walden University is committed to providing equal opportunity to its educational services, programs, and activities in accordance with federal and state law, including access to official Walden University information and communication technology resources. Please contact [disability@mail.waldenu.edu](mailto:disability@mail.waldenu.edu) to discuss any accessibility concerns.

Many Walden programs have required face-to-face components, where students physically attend 4- or 6-day sessions, usually in hotel/conference center or college campus environments. For many 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.

## **Online Environment**

Walden's online courses are created to be accessible to a universal audience. However, the ever-changing landscape of online education and continuing addition of updated features and content presents challenges for ensuring immediate universal accessibility. Walden uses its best efforts to ensure audio components of courses are captioned and that visual components are easily navigable by screen readers. Despite these attempts, there are rare times when inaccessible materials may be inadvertently included in a course. Students who find an inaccessible component in their classroom, should contact Disability Services right away to arrange for resolution.

Walden University is committed to providing equal opportunity to its educational services, programs and activities in accordance with federal and state law, including access to official

Walden University information and communication technology resources. Please contact [disability@mail.waldenu.edu](mailto:disability@mail.waldenu.edu) to discuss any accessibility concerns.

Despite the flexibility of the online environment, students with disabilities may find that they would benefit from accommodations relating to their participation in their academic programs. Students who wish to request accommodations for a disability must register with the Office of Disability Services by contacting the Disability Services staff at [disability@mail.waldenu.edu](mailto:disability@mail.waldenu.edu) and completing the required Disabilities Services registration and accommodations request process. 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 (an e-file or WORD document) 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; and Disability Services arranges to have their books reformatted as an accommodation.

## **Requesting Leniency Based on Illness or Injury**

Walden University is committed to providing equal opportunity to its educational services, programs, and activities in accordance with federal and state law, including access to official Walden University information and communication technology resources. Please contact [disability@mail.waldenu.edu](mailto:disability@mail.waldenu.edu) to discuss any accessibility concerns.

Walden's online courses are designed to allow students ample time to complete assignments even during times of illness or injury. However, some medical conditions may result in temporary impairment and may require leniency for a limited amount of time. These conditions do not include routine health issues, which should be manageable without any leniency because of the built-in flexibility of Walden's online courses. Further, not all medical conditions meet eligibility requirements for registration with Disability Services. Though not considered a qualifying disability, some medical conditions that are transitory (lasting less than 6 months) or are minor may be considered sufficient enough to require leniency and may include surgery, accidents, severe illness, or any other significant medical condition that temporarily impairs regular attendance, academic performance, or certain major life activities. See Walden's Request for Leniency procedure and form to address temporary medical conditions. If students feel that they have experienced a temporary impairment that has affected 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 determines if any delay in submission is acceptable, whether or not explained by a medical issue. While the duration of the

temporary impairment may be a factor, it is not the only factor in determining whether granting short-term leniency on deadlines or more extensive accommodations through Disability Services is appropriate. If students are unsure whether or not they may have a qualifying disability, they should contact Disability Services to determine whether an accommodation is available.

Each situation under this policy will be reviewed on a case-by-case basis. Faculty members will 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, students should submit medical documentation to [medicaldocumentation@mail.waldenu.edu](mailto:medicaldocumentation@mail.waldenu.edu) with a request for an e-mail 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 members who receive unsolicited medical documentation from students are asked to avoid reading it and refer students to the above policy. E-mail attachments with medical documentation should be forwarded to [medicaldocumentation@mail.waldenu.edu](mailto:medicaldocumentation@mail.waldenu.edu) with originals retained to avoid mishandling of medical documentation. Do not send medical documentation directly to faculty members. If you have any questions regarding this policy, please contact Disability Services.

## **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.

All assignments and communication should be conducted within the learning platform to support consistency and documentation of learning outcomes.

## **Faculty Members' Contact Information**

Faculty members are required to state their Walden e-mail 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, but are not required to do so.

## **Faculty Members' Availability**

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 e-mails within 2 business days, excepting holidays and weekends. Responses to e-mails



that require more content analysis may extend beyond 2 business days, although faculty members should communicate to students within 2 business days, excepting holidays, that they are working on the issue.

## Faculty Members' Discussion Participation

Walden recognizes that online discussion can serve diverse curricular and instructional purposes, such as student seminars, role-playing, and review of draft assignments. These 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.

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.

## Faculty Services

Communicating With Instructors

Faculty Mentoring and Teaching Responsibilities

Faculty Mentoring for KAM Students

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 a student success 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 e-mailing changes to [infochanges@mail.waldenu.edu](mailto:infochanges@mail.waldenu.edu).

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

Once enrolled, students should check their Walden e-mail 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 classroom (or Research Shell for KAM and research).

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 course and faculty members will return grades and graded coursework within the 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 and Teaching Responsibilities

### **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 generally follow a guideline to return graded classroom assignments within 10 calendar days. For return of research drafts (KAM, theses, dissertations, and doctoral studies), which generally take longer than 10 days, it is a desired practice for faculty to respond to students upon receipt of research drafts and indicate when the draft will be returned. The faculty mentor or research committee chair should provide guidance to the students on activities to work on to support progress in the meantime. Faculty members are encouraged to communicate with their assigned students with an estimated timeframe to complete the work while maintaining high ethical and quality standards in their evaluation of student work. **Please note:** Faculty members are not expected to review research drafts between terms, outside of what is required for end-of-term grading. Any research draft submitted within 5 days of the final day of the term may not receive detailed feedback until approximately 10 days into the subsequent term.

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

Responding to student inquiries within 2 business days— If additional action is required, the faculty member will endeavor to respond to the student within 2 business days with an estimated timeframe for a more complete response.

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, dean/associate dean/executive director, or designee, as appropriate).

### **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 or EDUC 8800 - 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 designated area for submitting all assignments and direct contact with the faculty mentor via e-mail and live chat. All manuscript drafts should be submitted within the SBSF 7100 - Research Forum or EDUC

8800 - 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.

## **Financial Aid Office**

The Office of Financial Aid processes applications for federal student aid and handles all questions relating to federal financial aid.

E-mail: [finaid@mail.waldenu.edu](mailto:finaid@mail.waldenu.edu).

Phone: 1-800-925-3368.

See also Section 5. Tuition and Financial Aid

## **International Student Support**

At Walden, I formed relationships with classmates from the Caribbean, the Philippines, and the United States.

*Lisa D. Stovel-Rolle*

*Master of Science in Nursing (MSN) Graduate*

## **Walden University Welcomes You!**

Adjusting to a new educational environment can be a challenge for any student and especially for international students who are entering a new culture and a new online learning environment. Walden's exclusive international student support services and commitment to the diversity of the student body and academic leadership are hallmarks of our dedication to each student's success.

Learn about the online learning experience at Walden.

Walden considers you to be an international student if you are:

A citizen of any nation other than the United States (and reside outside the United States)

Serving in the U.S. military overseas

A U.S. citizen living overseas

No matter what your nationality or where you live, you are integral to the fabric that makes Walden University the diverse higher learning institution it is today. We want to ensure that you, our students, have all the information you need to be successful during your studies at Walden.

Orientation  
Culture and Communication  
International Opportunities  
Scholarships and Awards

## **Orientation**

### ***A Virtual Community for International Students: Our Community***

Walden has created Our Community, an online social community, that facilitates communication among international students enrolled at Walden who reside in different regions of the world. This is a space for our students to share ideas and create a sense of camaraderie with other international students.

To enrich your learning experience and expand your global network, simply click here to register. If you have any questions about participating in Our Community, please contact [community@mail.waldenu.edu](mailto:community@mail.waldenu.edu).

### **eGuide**

Both our online Student Readiness Orientation (SRO) and companion e-Guide website have sections specifically dedicated to international students. Included in these sections are information on communication, cultural competency, cultural diversity, and finance. Both international and domestic students benefit from these resources as they enhance all students' cultural awareness and understanding.

### **Student Assistance Programs**

Because Walden University understands the needs of adult learners, we have formal support programs in place for students who are going through various challenges in their academic life. Explore the Student Assistance Program to see how Walden can help:  
[www.WaldenU.edu/Support-Services.htm](http://www.WaldenU.edu/Support-Services.htm).

### **The U.S. Education System**

The U.S. education system may be quite different from that of your home country. Visit this link for information on how the U.S. education system is structured:  
<http://www.globaled.us/wwcu/background/United-States.htm>.

## **Culture and Communication**

### ***Effect of Culture in Online Communication***

One of the unique benefits of the online classroom is the chance to interact with students who are located in different regions of the world. This gives students the opportunity to identify how a problem or an issue is perceived by students from various cultures. Walden knows that each culture attaches meaning to a context, and learning about other countries can help students better understand why people from those countries may perceive problems differently.

## **Cultural Competence**

Living and communicating across cultures implies adapting and understanding. Communication misunderstandings can be avoided if everyone can better understand the influence of culture in the meanings attached to concepts. These videos demonstrate, with humor, situations in which communication is hindered by a lack of understanding of cultural dimensions.

Here are some useful resources that may help students become more culturally competent.

**Developing Cultural Competence** [www.youtube.com/watch?v=wd6ksEx3rZw](http://www.youtube.com/watch?v=wd6ksEx3rZw)

**Dr. Fons Trompenaars on Culture**

[www.youtube.com/watch?v=JqNI8le1bF4&feature=Playlist&p=1C80223F31574458&playnext=1&playnext\\_from=PL&index=2](http://www.youtube.com/watch?v=JqNI8le1bF4&feature=Playlist&p=1C80223F31574458&playnext=1&playnext_from=PL&index=2)

**About Culture Shock** [http://www.worldwide.edu/travel\\_planner/culture\\_shock.html](http://www.worldwide.edu/travel_planner/culture_shock.html)

**Waltzing Matilda Misunderstanding (examples of people NOT understanding meaning and context)** [http://www.youtube.com/watch?v=k2NiVL\\_UP94&feature=related](http://www.youtube.com/watch?v=k2NiVL_UP94&feature=related)

## **International Opportunities**

At Walden University, we believe that online education opens the door for learners to study anywhere and at any time.

The following are some examples of Walden's internationalization initiatives:

**Study abroad**—As part of their course of study, students in various programs have the option of traveling overseas for 1 week to learn and study. Immersed in the culture, students may more fully embrace the comprehensive nature of their program of study and future career field.

**Dual Degree**—Students from select Laureate partner institutions have the opportunity to obtain a degree from their home university as well as a degree from Walden University.

**International residencies**—Some degrees require residencies of 1 or 2 weeks. Walden holds international residencies on certain dates. During residencies, international students have the opportunity to meet in person with fellow students as well as faculty members, share academic ideas, and even form friendships. Activities include a welcome dinner and networking events.

**Guest speakers**—Walden invites speakers with international experience to share their insights with students via webcasts as well as during residencies.

## **Scholarships and Awards**

Walden is committed to providing broad access to higher education. The university's scholarships are an investment in the future of Walden students and the future of the communities they serve as advocates for positive social change. Walden offers merit-based scholarships for academic and professional accomplishments.

See all Walden scholarships currently offered at: <http://www.waldenu.edu/Tuition-and-Financial-Aid/Scholarships.htm>.

Walden invites international students to look at other sources of funding for their education. The resources listed at <http://www.waldenu.edu/Tuition-and-Financial-Aid/40572.htm> show some of the alternative financial assistance opportunities available for international students. Many of these sources can help pay for tuition while students are enrolled in their program or assist them with loan repayment after graduation. If students are interested in these resources, they should contact the financial assistance grantor directly for information.

## **Overseas Military**

As a member of the U.S. military who is residing overseas, you need not feel disconnected from the opportunities available to others. Visit these links to find options for funding education and other helpful resources:

### **U.S. Military and Veterans Benefits at Walden**

[www.WaldenU.edu/Admissions/20532.htm](http://www.WaldenU.edu/Admissions/20532.htm)

**The GI Bill®** [www.gibill.va.gov](http://www.gibill.va.gov)\*

### **Support for Military Personnel and Their families**

[www.usa.gov/Federal\\_Employees/Active\\_Military\\_Family.shtml](http://www.usa.gov/Federal_Employees/Active_Military_Family.shtml)

**Operation Homelink** [www.operationhomelink.org](http://www.operationhomelink.org)

### **U.S. Department of Defense Education and Scholarships**

<http://www.ourmilitary.mil/education-and-scholarships/>

### **U.S. Citizens living abroad may also be eligible for federal financial aid:**

<http://www.waldenu.edu/Tuition-and-Financial-Aid/Federal-Financial-Aid.htm>

\*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

## **Office of Military Services**

The Military Services Team provides support to service members, veterans, and their families as they pursue their degrees at Walden University. Military services specialists are available to assist students with questions they may have about their military and veterans benefits, taking time off from your program due to military commitments, and can provide additional resources and support. We also provide the certification of veterans benefits to the Department of Veterans Affairs.

Contact Military Services:

E-mail: [military@mail.waldenu.edu](mailto:military@mail.waldenu.edu)

Phone: 1-800-925-3368, then select: Option 1, for English, Enter Student ID#, Option 5, Option 4

# 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@mail.waldenu.edu](mailto:ombuds@mail.waldenu.edu).

# Registrar

The Office of the Registrar, which can be reached at 1-800-925-3368 (1-800-WALDENU) or [reghelp@mail.waldenu.edu](mailto:reghelp@mail.waldenu.edu), does the following:

## For Student Records

- Maintains student education records for all students in all academic units at Walden University
- 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
- Fills transcript requests for official and unofficial transcripts



## For the Entire Walden Community

Serves as the first stop for information for instructors 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 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.

Students, and anyone in a student's household, can speak with experienced clinicians via a toll-free, 24-hour phone line. Discussions can focus on:

Relationships

Major life changes

Grief and loss

Stress, anxiety, or depression

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.**

## Student Success Advising Team

Student success 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. Student success 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.

Student Success Advising can be reached by dialing 1-800-WALDENU (1-800-925-3368) or [academicadvising@mail.waldenu.edu](mailto:academicadvising@mail.waldenu.edu). Advisors are available Monday through Friday, 7 a.m. to 7 p.m. Central time.

## Technology Policies

Technology Requirements

E-mail Policy

Information Policies

Acceptable Use Policy

Limitations of Liability; Disclaimer of Warranty

Termination of Systems Access

Use of Third-Party Contractors

See also Section 3. Student Expectations and Responsibilities

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, website, and e-mail service; the myWalden University Portal, Our Community, online classroom; 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.

By accessing the Walden University student portal (myWalden), and the Office 365 suite of products provided by Walden (including Outlook and other services), you agree to be bound by the Information Technology Policies, Code of Conduct, and other relevant policies contained in the Walden University Catalog and/or Student Handbook. These university systems are solely intended for use in connection with the academic, administrative, social, and operational activities of Walden University, its students, affiliates, and university-approved organizations. It is your sole responsibility to ensure that all coursework, class selections, and any required data, applications, requests, or materials are submitted in a timely manner. Walden will 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. Users of the Walden's systems agree that there is no expectation of privacy or confidentiality for messages or documents, and Walden reserves the right to access any communications transmitted or stored using the university systems. Any information placed on Walden Web pages, or uploaded to or transmitted via Walden University's e-mail service, the student portal, or other university system must be suitable for viewing or distribution to both the Walden University community and the public. Violation of any Information Technology Policy, including the Acceptable Use Policy ("AUP") shall be considered a violation of Walden Code of Conduct and may lead to sanctions including termination of access to the university systems, dismissal from the university, and legal action where necessary.

These policies may be revised by Walden from time to time. Users are responsible for keeping apprised of changes to these policies and complying with all such changes.

## Technology Requirements

General  
Technical Support  
MyWalden University Portal

### **Technology Requirements: General**

To help ensure success, students should be proficient using e-mail, the Internet, and common desktop productivity software.

### **Recommended Setup**

Internet access required (Broadband is recommended as students with dial-up may experience degraded performance)  
Windows 7 (and higher) or Mac OS X (and higher)  
2GB of RAM minimum  
40GB hard drive  
DVD drive, speakers, and headphone connected to the computer  
Inkjet or laser printer  
Portable media (thumb drive)

### **Software Requirements**

Recommended Web browser—current version of Chrome  
Other Web browsers (most up-to-date version of Firefox).  
Microsoft Office  
Adobe Reader ver. 10.1 or higher  
Adobe Flash Player ver. 11.7 or higher  
Apple QuickTime ver. 7.7 or higher  
Windows Media Player ver. 11 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

### **Tablet/Laptop Recommendation**

It is recommended that students use a laptop computer to complete their coursework in the online classroom. Students who have a supported mobile or tablet device in addition to their laptop may also download the Blackboard App, which allows students to complete select portions of their coursework while on the go.

### **Additional Technology Requirements**

Some programs may require additional technology requirements that are not mentioned above. Please refer to the program within the *Walden University Catalog* to review any special technology requirements for the program of study. In addition, please refer to the section titled

Student Responsibility for Technology under Student Guidelines for the Classroom in Section 3 of this *Walden University Student Handbook*.

Students attending virtual residencies will have additional requirements. In addition to the current technical requirements for Walden's online courses, the virtual residency requires you to have the following:

Webcam (minimum resolution at 640x480 standard definition)

Broadband Internet at 1.5 Mbps or higher (required due to streaming media needs)

Video card with 64MB VRAM and pixel shaders or 4 texture units

Screen resolution of 1024x768 or higher

2GHz Dual-core CPU or higher

During the course of the program, requirements (either hardware or software) may change from the original technology recommendation. Make sure to consult the software/hardware requirements within the program or with the faculty member or program director for any technology recommendations that may have changed since the original recommendation mentioned above or within the program of study.

### **Technical Support**

Students can request technical assistance and support in the online classrooms from Walden's Customer Care Team throughout their program.

The Customer Care Team is available 24 hours a day, 7 days a week (excluding a few major U.S. holidays) by:

Clicking on the "Support" tab through the myWalden university portal and submitting requests in writing or through live chat.

Phone: 1-800-925-3368 (1-800-WALDENU).

E-mailing support@mail.waldenu.edu.

International calls: Please visit the Contact Numbers page on the Walden website 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 e-mail, 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.

## **E-mail Policy**

As an online university with students all over the world, Walden uses e-mail to communicate important information to students and the rest of the community. Walden University provides all students with a dedicated WaldenU e-mail address. Students are required to check this e-mail account regularly to ensure they are receiving and/or responding to all communications. Walden's goal is to keep students informed and engaged with the university throughout their Walden experience. Therefore, it is imperative that students check their accounts and read each message in its entirety.

Walden uses Microsoft Office 365 as its technology platform. Walden does not rely on a platform provider's standard template agreements, but rather, the university negotiates custom agreements that sufficiently comply with all relevant regulations protecting the personal information of Walden students, including FERPA. Use of Walden e-mail and the student portal is in accordance with Walden's Acceptable Use Policies, and student information is never sold to third parties.

Students, faculty, and staff must use their WaldenU e-mail addresses to communicate with one another regarding university business. Walden's administrative offices may also send communications to students' personal e-mail addresses.

In the event a student communicates with Walden using his or her personal e-mail address, Walden faculty and staff can respond to that personal e-mail, as well as copy the student's WaldenU e-mail account, and state in the e-mail reply that it is recommended students use their Walden e-mail when communicating with Walden.

E-mail communications are subject to all applicable university policies. All e-mail sent by students to Walden must comply with Walden policies on proper e-mail communications as indicated in the Acceptable Use Policy section.

## **Information Policies**

- Information Collection and Use
- Security of Information
- Retention Policy

### ***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 e-mail, 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 e-mail 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 e-mail 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 e-mail messages or other data for any specified period.

No user shall have any expectation that any e-mail 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
- Permitted Uses; Personal Use
- Excessive Use

## **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 e-mail 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 e-mail service, the online student community (Our Community), 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 business** 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 e-mail 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 e-mail 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 e-mail 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 e-mail 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 e-mail 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 e-mail 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 e-mail 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.

# Addendum

# 2018–2019 Tempo Learning<sup>®</sup> Addendum

## Welcome to Tempo Learning<sup>®</sup> at Walden University

This **Addendum** to the **2018–2019 Walden University Student Handbook** contains useful information for students enrolled in or considering enrollment in the Tempo Learning<sup>®</sup> program. General policies and procedures for all Walden students are included in the Student Handbook; any additional policies or those specific to students in the Tempo Learning program are included in this addendum. Students are subject to the policies and procedures described in the most current *Walden University Student Handbook*, regardless of the academic year in which they were admitted.

### Student Handbook

The *Walden University Student Handbook* offers convenient tools to help you quickly locate and search university policies, procedures, and resources.

**Student Handbook:** To access the student handbook, select "2018–2019 Walden University Student Handbook," from the drop-down menu in the upper-right corner of this page.

### Addendum

Throughout this addendum, you will find links to appropriate and relevant sections of the *Walden University Student Handbook*. Please refer to those pages for more information.

### Questions?

If you have any further questions or comments, please contact your Enrollment Advisor or Academic Coach.

## Tempo Learning

### Overview

Tempo Learning<sup>®</sup> is an alternative modality of learning to Walden's existing course-based modality. Instead of courses, the Walden Tempo Learning<sup>®</sup> program is comprised of Competencies and rigorous Assessments. Students progress through the Tempo Learning model by successfully passing Competency Assessments. A student must successfully achieve or master all Competency Assessments to graduate from the program.

Students who have prior knowledge of a specific Competency may choose to use this knowledge or experience to complete the Assessment at any time. Each Competency is broken down into Modules or Sub-Competencies and Learning Objectives that have Learning Resources and Activities designed to help students prepare for their Competency Assessment.

Most Assessments present performance-based tasks or situations, such as case studies. Several of the Assessments are more authentic "work products" designed as showcases for students to present to their current or prospective employers as credible proof of their new learning, skills, and abilities.

The order in which students take their program Competencies is dependent upon the program and the students' individual preferences. While some Competencies are prerequisites for others, in general, students can select the order in which they prefer to work on their Competencies and Assessments.

## Learning Model

The Walden Tempo Learning<sup>®</sup> model is a hierarchical framework that provides students with a connected learning experience. This hierarchy connects the degree's program outcomes all the way down to the very granular building blocks of knowledge and skill sets that students must demonstrate to graduate.

Working through the hierarchy, a program is first divided into several domains or "Areas of Expertise." An Area of Expertise comprises multiple related Competencies that are each directly mapped to the program outcomes. Each Competency is then broken down into discrete Modules or Sub-Competencies. Modules or Sub-Competencies are scaffolded to provide the student with the necessary knowledge and skills required to demonstrate proficiency of the full Competency. Modules or Sub-Competencies are further broken down into Learning Objectives, which act as the basic building blocks of knowledge and skills that direct student learning and guide the successful completion of the final Assessment for each Competency. Each Learning Objective is accompanied by a set of Learning Resources and Learning Activities. Learning Resources include articles, video, audio, websites, and text chapters. Learning Activities include quizzes, interactive tools, critical reflection prompts, learning games, mini case-study analyses, and guided practice.

Competency Assessment Overview

Professional Conduct—See Section 3 of the *Walden University Student Handbook*.

Walden Tempo Learning<sup>®</sup> Policies

## Competency Assessment Overview

Students' proficiency of program Competencies is measured with a detailed, varied, and extensive set of Assessments. In addition to evaluating the students' proficiency of the Competencies, Assessments also serve as tools for students to apply their knowledge in authentic work situations.

The Competency, Competency Assessment, and Rubric are presented to students, along with a set of Modules or Sub-Competencies and Learning Objectives that break down what is required to be proficient in the Competency. This presentation is designed to show students the direct link between Competencies and Assessments and what is expected of them to demonstrate proficiency.

The well-defined Rubric, which accompanies each Assessment, provides clear expectations for students and enables consistent feedback from faculty. Each Rubric row aligns with a Learning Objective. Students must meet or exceed expectations on all Learning Objectives in a given Assessment to pass the Competency. Any Learning Objectives that are not met may be repeated up to three times.

Upon completion of an Assessment, students receive feedback from the Faculty SME that indicates their level of achievement. If students do not meet or exceed expectations on one or more parts of the Assessment, they are directed back to the aligned Sub-Competencies, Learning Objectives, and associated Learning Resources and Activities for additional study and practice.

## **Types of Assessments**

**Work Products (WP)** are performance assessments that evaluate student learning at the highest cognition levels. Work Products may require students to perform a task, write an essay applying their learning, craft a research paper, create a plan, build a portfolio, and complete a data analysis, among others. Work Products are highly personalized and open-ended, requiring a unique response from each student, and often simulating authentic workplace application of learning in a specific field. Work Products are evaluated by Faculty SMEs using a Rubric whose criteria align with the Modules or Sub-Competencies and Learning Objectives. Since sections of the Work Products are directly aligned to the Modules or Sub-Competencies, faculty members are able to identify which areas of a Competency students should repeat, if necessary.

**Performance Tasks (PT)** are another type of performance assessment. However, unlike Work Products that result in a personalized, open-ended application, Performance Tasks are based on scenarios or case studies. Using text, video, or a combination of both, students are introduced to the situation and receive all necessary charts, data, documents, and other supporting information. Performance Tasks are also evaluated by Faculty SMEs using a Rubric, although the evaluation is more generalizable than a Work Product. Like the Work Product, the sections of the Rubric are aligned directly to the Modules or Sub-Competencies.

**Short Answer Assessments (SA) or Written Responses (WR)** are open-ended, one- to three-paragraph responses. Students may be presented short scenarios or mini-case studies and asked to respond to prompts that test both higher and lower levels of cognition. Short Answer Assessments are evaluated by Faculty SMEs.

**Selected Response Assessments (SR) or Objective Assessments (OA)** are system-scored and can include items such as multiple-choice questions, ranking, sorting, or matching tests.

## **Walden Tempo Learning® Policies**

Academic Coach Meetings

Admission Policies

See also Section 4 in the *Walden University Student Handbook*.

Readmission Decisions See also Section 4 in the *Walden University Student Handbook*.

See also Section 6 in the *Walden University Student Handbook*.

Assessment Retake Policy

Tempo Learning® Term Starts

Customized Learning Plan (CLP)

Engagement With Faculty Subject Matter Experts (SMEs)

Internal Program Articulation Policy

Leave of Absence

See also Section 6 in the *Walden University Student Handbook*.

Non-Degree-Seeking Students

See also Section 4 in the *Walden University Student Handbook*.

Rubrics and Scoring

Satisfactory Academic Progress Standards

See also Section 5 in the *Walden University Student Handbook*.

Student Assistance Program

Transcript Requests

See also Section 6 in the *Walden University Student Handbook*.

Transfer of Credit

See also Section 4 in the *Walden University Student Handbook*.

Tempo Learning® Tuition and Payment Policies

See also Section 5 in the *Walden University Student Handbook*.

Withdrawal Policies

## **Academic Coach Meetings**

The Tempo Learning® Academic Coaches are critical to ensuring that students receive the support and guidance they need to make progress throughout their entire academic program. Students are required to meet with their Academic Coach at least once every 2 weeks. Students who prefer to meet with their Academic Coach weekly are welcome to do so.

## **Coach/Student Progress Call Policy**

Students are required to have a synchronous conversation with their Academic Coach to agree to CLP credit equivalents.

Students are required to meet with their Academic Coach at least once every 2 weeks.

## **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 the following:

Academic record



Goal statement (for select master's and doctoral program candidates only)

Relevant work experience

Admissions requirements and policies remain the same for Tempo Learning® students. After admission to the program, students wishing to pursue their degrees in the Tempo Learning modality also must take a modality self-assessment prior to starting the program. 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.

## **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.

## **Second Graduate Degree**

The university will not award a graduate degree with the same major or discipline more than once regardless if the original degree was from Walden or a nonrelated institution. For graduate degrees, two degrees are understood to be the same if they are the same degree and a majority of the same core or required courses. An awarded degree from a previous nonrelated institution with the same degree name and major or discipline as the one being sought at Walden is presumed to be the same degree. Appeals for exceptions to this policy must demonstrate that the first degree differs significantly in the core or required curricula from the second degree being sought.

This policy does not apply to certificates.

## **Readmission Decisions**

The offer of readmission is based on a careful review of the standard application materials and 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 readmission is denied, the applicant must wait a minimum of 6 months (from the prior readmission request) before applying again for readmission.

## *Readmission for Tempo Learning<sup>®</sup> Students*

Students dismissed from the Tempo Learning modality may become ineligible to re-enter that modality. However, they are eligible to begin a course-based version of their chosen program as soon as the next available term start. Students should speak with their Academic Coach to determine the best course of action.

Students who are academically dismissed from the Tempo Learning modality of a program may only be eligible to enroll in the course-based modality of the same program. If students are academically dismissed from the Competency-based modality of a program and sit out for longer than 1 year before attempting coursework in the course-based modality, those students need to be readmitted to the university and to the course-based modality of the program.

Students who are academically dismissed from the Tempo Learning modality and are being readmitted to the course-based modality are not required to go through the Admissions Committee unless their external incoming GPA is below the program standard.

If students are academically dismissed from a Tempo Learning modality of a program and want to apply to a different Walden course-based program, they may do so without a wait period and will be considered for admission based on the applicants' external credentials (and not their Walden Tempo Learning credentials).

For those not academically dismissed from the Tempo Learning modality, but who stepped out for more than 1 year, therefore requiring readmission, will be considered for readmission based on their external credentials, and go through the same admissions process as any new student wishing to pursue the Tempo Learning modality of a program.

## **Assessment Retake Policy**

Students will have three attempts at passing each Competency Assessment to successfully prove competency, with the opportunity for one additional attempt after an approved student appeal. Before the third attempt, students will be required to work with their Academic Coach to create a study or learning plan to ensure the student is taking the necessary steps to achieve Competency. The Faculty SME must grant the student permission to submit the third attempt at a Competency Assessment. Inability to successfully pass a Competency Assessment after three attempts (four with an approved petition) on any given Competency will trigger a process that removes the student from the Tempo Learning<sup>®</sup> modality. Academic Coaches will counsel the student to consider the course-based version of their chosen program.

Walden has designed the Assessment retake policy to provide flexibility to the student learner while providing the appropriate level of feedback and intervention to ensure that all students receive the help and support they need to make successful academic progress.

**Attempt 1:** Students wishing to take or submit a Competency Assessment may do so after completing their Competency Self-Assessment, earning a score of 80% or better on all related Module or Sub-Competency quizzes and engaging with a Faculty Subject Matter Expert (SME) in a substantive, academic way related to that Competency content via the one-on-one discussion board.

**Attempt 2:** If students do not achieve Competency on the first attempt at an Assessment, they will be provided specific feedback from a Faculty Assessor based on a detailed rubric. The students, with assistance from the Academic Coach and Faculty SME, will then be able to work with the Modules or Sub-Competencies and associated Learning Resources and Activities to continue their progress toward learning that Competency.

**Attempt 3:** If students are unable to pass the Competency Assessment on the second attempt, they are strongly encouraged to meet with their Faculty SME and develop a written study plan aimed at ensuring they are successful in achieving the Competency. In order to submit a third Assessment attempt, students must have permission from the Faculty SME. This is to ensure that students have taken full advantage of the Faculty SMEs, necessary learning resources, learning activities, and time needed to demonstrate proficiency in the Competency.

Students are expected to pass a Competency Assessment within three attempts. Students who cannot pass a Competency Assessment after three attempts are exited from the Tempo Learning modality and counseled on their options, including transferring into a course-based modality.

Students who do not successfully complete an Assessment three times may petition for one additional attempt prior to being exited from the Tempo Learning modality. Students who wish to appeal for one additional attempt may work with their Academic Coach to submit their appeal. Failure to successfully complete a Competency on the fourth attempt results in academic dismissal from the Tempo Learning modality, and therefore, those students will not be able to continue the program in the Tempo Learning modality.

### **Tempo Learning® Term Starts**

Walden Tempo Learning® terms are 3 months long and provide students with the opportunity to complete as many competencies as possible within that time frame. Instead of traditional semester or quarter start dates, students may start their Tempo Learning program on the first Monday of any month. The date that students begin in the Tempo Learning modality marks their first term. Students will continue to enroll in subsequent 3-month terms until they successfully complete all of their program's Competency Assessments and graduate.

### **2018 Intake Dates**

<b>Start Date</b>	<b>End Date</b>
January 1, 2018	April 1, 2018
February 5, 2018	May 6, 2018
March 5, 2018	June 3, 2018
April 2, 2018	July 1, 2018
May 7, 2018	August 5, 2018
June 4, 2018	September 2, 2018

July 2, 2018	September 30, 2018
August 6, 2018	November 4, 2019
September 3, 2018	December 2, 2018
October 1, 2018	January 6, 2019
November 5, 2018	February 3, 2019
December 3, 2018	March 3, 2019

### **2019 Intake Dates**

<b>Start Date</b>	<b>End Date</b>
January 7, 2019	March 31, 2019
February 4, 2019	May 5, 2019
March 4, 2019	June 2, 2019
April 1, 2019	June 30, 2019
May 6, 2019	August 4, 2019
June 3, 2019	September 1, 2019
July 1, 2019	October 6, 2019
August 5, 2019	November 3, 2019
September 2, 2019	December 1, 2019
October 7, 2019	January 5, 2020
November 4, 2019	February 2, 2020
December 2, 2019	March 1, 2020

### **Customized Learning Plan (CLP)**

The Customized Learning Plan (CLP) for Tempo Learning® students is developed at the beginning of a program with the help of the Academic Coach, and it is updated at the start of each term. It allows students to map out their educational journey and change that map to account for any unexpected academic or life challenges.

The CLP details the students' learning goals for each term, including which Competencies and Assessments the students plan to complete. The CLP also tracks their progress against credit equivalencies. This tool also provides the Academic Coach with a view into each student's progress as mapped against their goals, providing another mechanism for coaching and student support.

Students are required to have a synchronous phone call with their Academic Coach to discuss their CLP for the term and agree to credits within the first 2 weeks of the term. If a student does not complete their CLP and agree to credits within the first 2 weeks of the term, the student will be removed from the Tempo Learning® modality.

### **Engagement With Faculty Subject Matter Experts (SMEs)**

Ensuring students are receiving regular and meaningful support from Walden faculty is a key hallmark of any Walden program. To ensure Tempo Learning® students are getting the necessary support from Walden faculty members, students are required to engage with a Walden Faculty SME at least once for each Competency in the program. Engagement with Faculty SMEs will begin with students completing their Self-Assessment and engaging with their SME via messaging regarding their level of comfort with the learning objectives for that Competency.

The intention of this policy is to ensure students are getting meaningful support from Walden faculty while still retaining the flexibility to learn and complete competencies at their own pace. Outside of the initial required engagement, students may communicate with their SMEs in a variety of ways including:

- Discussion Boards within the learning platform
- Attending Faculty SME Office Hours, if available

### **Internal Program Articulation Policy**

Walden has established an internal articulation policy for students who wish to change from a Tempo Learning® modality to a course-based modality. Students who wish to articulate into the course-based alternative of their existing programs can reference the *Walden University Catalog* for a list of Competencies and associated courses. Students must complete a significant number of corresponding competencies to receive credit for the associated Walden course.

Internal course-based equivalents for modality changers will be based on a significant completion of the Competencies that align to a course, as predetermined by the academic leadership of the program.

### **Leave of Absence**

See also Section 6 in the *Walden University Student Handbook*.

Walden University 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 (LOA) if the student is experiencing hardships that make effective academic progress unusually difficult. An LOA is defined as a temporary break (1–5 calendar months) from academic registration with a clear intent to return to the program of study.

## **Tempo Learning® Leave of Absence (LOA) Policy**

If approved, a student may request an LOA during any 3-month subscription term to begin on the first day of a new term.

LOAs may only be taken for dates between subscription terms. If students wish to leave the program prior to the end of their term, they may withdraw from the term with the understanding that there may be implications to SAP, Financial Aid, and academic standing. The LOA would begin after their scheduled term end date.

Students must identify the date when they intend to return from LOA. The return date must align with the start of any new subscription term, which is the first Monday of any month.

### **Requesting a Leave of Absence**

Students in Tempo Learning® programs must contact their Academic Coach to verify that the university has done everything it can to help them continue their studies. Students may request a leave of absence by providing a statement in writing to their Academic Coach indicating the day they wish to begin their LOA as well as the date they wish to return. If unforeseen circumstances prevent a student from providing a prior written request, Walden University can document its decision to grant a student's leave of absence request, as long as the written request is received from the student before the end of the 30-day nonengagement period for the respective subscription term in which the LOA will take effect.

The registrar's office will notify the student, Faculty SME, or Academic Coach (if applicable).

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.

Students are only permitted to take a leave of absence totaling up to 5 months in any 12-month period.

### **Failure to Return From Leave of Absence**

For Tempo Learning® students, Walden will consider the official withdrawal date for a student not returning from an LOA to be the day before the scheduled return date. If this action is taken, the student, Academic Coach, and Bursar will be notified.

### **Non-Degree-Seeking Students**

All students in the Tempo Learning® programs must be degree-seeking students. Walden does not currently offer this modality to non-degree-seeking students.

### **Rubrics and Scoring**

For the purpose of this section, legacy programs are identified as the following:

- Master of Healthcare Administration (MHA) – General
- Master of Business Administration (MBA)

Project Management specialization  
Healthcare Management specialization  
Master of Science in Early Childhood Studies  
Administration, Management, and Leadership specialization  
Teaching and Learning in Early Childhood Settings specialization  
Graduate Certificate in Applied Project Management  
Graduate Certificate in Early Childhood Administration, Management, and Leadership

## **Rubrics**

Work Products, Performance Tasks, and Short Answer/Written Response Assessments are each accompanied by a set of Rubrics. Rubrics have two key purposes:

- To provide guidelines to help focus the students' work on the most important areas of the Competency.
- To provide a scoring guide for faculty members who can use the criteria on each row to provide feedback on specific aspects of the work that do or do not meet the criteria for passing the assessment.

Rubrics for legacy programs include criteria at four levels:

- 3—Exceeds Expectations
- 2—Meets Expectations
- 1—Needs Improvement
- 0—Not Present

Rubrics for all other programs include criteria at three levels:

- 2—Meets Expectations
- 1—Needs Improvement
- 0—Not Present

Additionally, there is a mastery rubric row in place that will determine if a student has mastered the Competency Assessment.

Students must meet or exceed expectations on all Learning Objectives in a given Assessment to Achieve the Competency. Any Learning Objectives that are not met may be repeated up to two times, for a total of three attempts.

## **Scoring Criteria and Total Components of a Grade**

To earn their degree, students must pass all Competencies. There are two levels of successful completion: Achieved and Mastered.

Passing scores are dependent on successfully completing all parts of an Assessment. Students will have the opportunity to resubmit all or part of an Assessment two times, for a total of three

attempts. After three attempts, students who have not achieved Competency should explore transferring to the course-based modality. Students may speak with their Academic Coach to petition for a fourth attempt at the Competency Assessment. Students who are still unable to complete a given Competency Assessment successfully after the fourth attempt will be dismissed from the Tempo Learning® modality, at which time they would have the option to transfer into the course-based version of their chosen program.

## **Tempo Learning® Grading System**

Many Competency-Based programs award a 3.0 (Achieved-level) as the maximum available grade on a 4.0 scale. Tempo allows for students to master competencies as well, allowing a full range between 3.0 and 4.0 based on the credit equivalent weights of each Competency. A student can earn a successful grade of "Achieved" or "Mastered" for completion of a Competency. To earn "Mastered," 75% of the Learning Objectives in a given Assessment must be scored at the Exceeds Expectations" level on the rubric.

<b>Grade Type</b>	<b>Grade Points</b>
Mastered	Equivalent to an "A" or 4.0
Achieved	Equivalent to a "B" or 3.0
Not Achieved	Equivalent to a "F" or 0.0
Transfer "TR"	Not calculated into GPA
Fulfilled "TR"	Calculated into GPA

### **For Assessments Scored Using a Rubric (Written Response/Short Answer, Performance Task, and Work Product Assessments)**

#### **Legacy Programs**

To earn "Achieved," a rubric must be scored with all rubric rows at the Meets Expectations level or higher. To earn "Mastered," 75% of the rubric rows in a given Assessment rubric must be scored at the Exceeds Expectations level on the Rubric.

#### **All Other Programs**

To earn "Achieved," a rubric must be scored with all summative rubric rows scored at the Meets Expectations level and a "No" on the Mastery Rubric Row. To earn "Mastered," a rubric must be scored with all summative rubric rows scored at the Meets Expectations and a "Yes" on the mastery rubric row.

A grade of "Not Achieved" is assigned in cases where a student has exhausted all attempts without achieving or mastering the assessment. Students receiving transfer credit for a course will receive a grade of "TR," which does not calculate into the student's GPA. If a student



satisfies a course via previous Walden coursework, it is considered "Fulfilled" and is calculated into the GPA.

## **Grade Point Average**

Credit is only given for a course if all of the competencies included in that course are satisfied with a grade of "Achieved" or "Mastered." Each Competency holds a weight in terms of how significant that Competency content is relative to the completion of the overall course. The final grade given for a course is the result of the grades earned for each Competency and the weight associated to each Competency. All courses completed during a student's program are included in the program GPA.

## **Assessment Feedback**

Faculty SMEs will return submitted Assessments with their feedback within 72 hours. Students who do not achieve Competency should leverage their faculty feedback prior to resubmission.

## **Keeping Assessment Work**

Student access to the platform will be limited after their program is finished. Therefore, it is strongly recommended that students retain copies of all completed Assessments and related documents and files they wish to keep. The university is not responsible for lost or missing work.

## **Satisfactory Academic Progress Standards**

### **Tempo Learning<sup>®</sup> Satisfactory Academic Progress (SAP) Policy**

Required for all Tempo Learning<sup>®</sup> students, Satisfactory Academic Progress (SAP) ensures students are making adequate progress through their program to complete their degree on or before the maximum allowable time frame. The SAP tracks student progress as it relates to completion of credit equivalencies, which are the associated credit values that students would have earned if they successfully demonstrated the same learning outcomes in the Walden course-based program.

For example, all of the competencies found in the Tempo Learning programs have an associated credit equivalency value that is aligned with existing courses in the course-based versions of the programs. While students may earn credit toward their SAP as they work through their Competencies, credit is only awarded to students on their transcripts upon the completion of all of the Competencies that correspond to a traditional Walden course.

The image below is just one example of how credit equivalency values of competencies add up to the full credit value of a traditional Walden course. While students may earn credit toward their SAP as they work through their Competencies, credit is only awarded to students on their transcripts upon the completion of all of the Competencies that correspond to a traditional Walden course.

Tempo Learning program has a unique minimum number of credit equivalencies a student must accept per subscription term depending on the course-based program structure and number of

total credits. The table below outlines the minimum number of credit equivalencies students must agree to per subscription term for the various programs currently offered:

<b>Program</b>	<b>Minimum Number of Credit Equivalencies per Term</b>
Graduate Certificate in Early Childhood Administration, Management, and Leadership	3.75
Graduate Certificate in Applied Project Management	3.75
Master of Science in Early Childhood Studies	4.25
Master of Business Administration (MBA)	4.5
Master of Healthcare Administration (MHA)	6.75
Bachelor of Science in Early Childhood Studies	11.25
Bachelor of Science in Nursing (RN to BSN Completion program)	11.25

This requirement ensures that each student is attempting a credit equivalency value that would equate to the estimated time to completion of the course-based equivalent program. To stay in good academic standing and meet the Walden SAP policy, graduate students will need to successfully complete at least 50% of the attempted credit equivalencies, and undergraduate students must successfully complete at least 67% of the attempted credit equivalencies. SAP is checked every 6 months to ensure students are making adequate progress. All Agreed-to Credits will be factored into SAP compliance whether or not the student completed the term, withdrew, or was administratively withdrawn.

If students' completion of earned credit equivalencies is below the benchmark percentage (graduate students = 50%, undergraduate students = 67%) of their attempted credit equivalencies at the time SAP is checked (every 6 months), they will be placed in a "warning" status. Students are required to bring their completion rate of earned credit equivalencies up to or above the benchmark percentage by the next SAP check, 6 months later. Students who are on warning and fail to meet the benchmark percentage requirement will be suspended from federal financial aid (if applicable) and removed from the Tempo Learning modality.

Additionally, students should engage in some sort of measurable academic activity as often as possible but no less than once in each 30-day period. Student engagement in the learning platform is continually tracked and monitored. If a student has failed to demonstrate academic engagement in the learning platform for 30 consecutive days, the student will be considered an unofficial withdrawal and will be administratively withdrawn from the modality.

Students utilizing financial aid who are administratively withdrawn from Tempo Learning for any reason will be subject to the return of Title IV funds using the last date of participation as the withdrawal date.

In addition to keeping their academic progress at or above the benchmark percentage of Agreed-to-Credits value by each SAP period, students in their first term must complete a minimum of two competencies or be automatically placed in SAP warning status within the Tempo Learning™ modality. This additional first term policy is to ensure that the Tempo Learning™ modality is a good academic fit.

Students who are on SAP warning at the time of SAP evaluation, and who have not met their SAP requirement will be academically dismissed from the competency-based modality. They may return to the course-based program but will remain on SAP warning and be required to meet the policies and requirements of the course-based version of the program.

Students who wish to explore moving into a course-based modality should reach out to their Academic Coach, who will assist students in taking the necessary steps to move out of Tempo Learning.

### **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.

Students, and anyone in a student's household, can speak with experienced clinicians via a toll-free, 24-hour phone line. Discussions can focus on:

- Relationships
- Major life changes
- Grief and loss
- Stress, anxiety, or depression

Additional resources, including referrals and planning tools, can be found at [GuidanceResources Online](#); phone: 1-866-465-8942.

### **Transcript Requests**

Students in Tempo Learning® programs may access an unofficial transcript through their My Tempo Learning page. If students would like to request an official transcript, they may contact their Academic Coach at any time. Students with Bursar Holds are not permitted to request transcripts and will be required to pay down their balance below the Bursar Hold threshold before they will be able to access transcripts.

### **Transfer of Credit**

#### **Tempo Learning®**

Transfer of credit (TOC) for courses taken at other accredited institutions will be awarded using the current TOC review procedure for Walden's course-based programs. All program competencies are aligned with existing Walden courses. If a student is eligible for TOC for a specific course, the aligned competencies are also eligible for TOC.

## Tempo Learning® Tuition and Payment Policies

### *Tempo Learning® Tuition*

Walden's Tempo Learning® programs follow a subscription-based pricing format. Students are billed a flat-rate for each 3-month subscription term. All pricing is represented in U.S. dollars and is subject to change.

Program	Subscription Period Price*	Subscription Period Time Frame
MS in Early Childhood Studies	\$1,800	3-month subscription period
Graduate Certificate in Early Childhood Administration, Management, and Leadership	\$1,800	
Master of Business Administration (MBA)	\$2,250	
Graduate Certificate in Applied Project Management	\$2,250	
Master of Healthcare Administration (MHA)	\$2,050	
Bachelor of Science in Early Childhood Studies	\$1,250	
Bachelor of Science in Nursing (RN to BSN Completion program)	\$2,200	

\*Subscription fees include digital textbooks and technology support fees.

### *Financial Aid*

Information regarding financial aid for students in the Tempo Learning programs can be found in the *Walden University Student Handbook*.

### **Refunds**

See Tempo Learning® Refund Policies.

### **Tempo Learning® Refund Policies**

**Tempo Learning® Tuition Refund Schedule\***

Tuition Type	Calendar Days 0–7	Calendar Days 8–14	Calendar Days 15–21	Calendar Days 22–28	Calendar Day 29–

3-month Tempo Learning® subscription period	100% refund	100% refund	80% refund	60% refund	No refund
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\*Not valid for Maryland residents. The Tuition Refund Schedule below are applicable for students residing in Maryland only.

**Tempo Learning® Tuition Refund Schedule for Maryland Residents Only**

Tuition Type	Calendar Days 0–7	Calendar Days 8–14	Calendar Days 15–21	Calendar Days 22–28	Calendar Day 29–33	Calendar Days 34–50	Calendar Day 51–
3-month Tempo Learning® subscription period	100% refund	100% refund	80% refund	60% refund	40% refund	20% refund	No refund

*Payment Deadlines*

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 should also see the following policies in the *2018–2019 Walden University Student Handbook*:

- Bursar Hold
- Financial Suspension
- Special Policies
- Refund Policies
- Monthly Payment Plans
- Family Tuition Reduction
- Tuition Reduction Benefits

**Withdrawal Policies**

A student may withdraw from a subscription term at any time, but will be required to sit out the remainder of that term before returning to study.

If a student has Agreed-to credits for the term and chooses to withdraw, the Agreed-to credits will be counted toward Satisfactory Academic Progress (SAP) and used in future calculations.

No notations of a withdrawal from a term or from the program are present on unofficial or official transcripts.

If a student decides to withdraw from a term, he or she will not be subject to the 30-day nonengagement policy during the withdrawal period. Their requirement to participate will restart upon the beginning of their next term.