Walden University

2015–2016 Student Handbook

September 2015

WALDEN UNIVERSITY
A higher degree. A higher purpose.

Welcome to the Student Handbook

Information in this version of the Walden University Student Handbook is effective as of August 31, 2015, unless otherwise noted.

- Section 1. Introduction
- Section 2. About Walden University
- Section 3. Student Expectations and Responsibilities
- Section 4. Academic Calendar, Admission, and Enrollment
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- Section 6. Academic Progress and Grading Policies
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Walden University practices a policy of nondiscrimination in admission to, access to, and employment in its programs and activities. Walden does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation, or other legally protected status.

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

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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Contents

What's New? (September 2015)

This page will list policies and procedures that are either new or have had significant revisions recently. All items are effective as of August 31, 2015, unless otherwise noted. The dates listed after each item indicate when a change was entered into the handbook and took effect.

- Academic Residencies and Requirements
- Accreditation
- Bursar
- College of Health Sciences
- College of Management and Technology
- College of Social and Behavioral Sciences
- Conditional Admission
- Federal Direct Graduate PLUS Loans
- Federal Direct Parent Loans for Undergraduate Students (PLUS) Loans
- Federal Pell Grants
- Field Experience in MSN
- Office of Military Services
- Transfer Maximum by Program (Chart)
- Verification Policy

Section 1. Introduction

- A Message for Students
- About the Student Handbook
- How to Use This Handbook
- Where to Look
- What's New? (September 2015)

A Message for Students

Welcome to Walden University 2015–2016

Dear Student,

Welcome to Walden. We are proud of our mission of social change and are committed to your success.

Your dedication to learning and professional growth is illustrated by your choice to attend Walden. As your partner in this journey, we support you in using your education to make a positive impact in your community, profession, and society.

Although you will undoubtedly experience many challenges and rewards on your educational journey, please know that faculty and staff are here to assist you at every step. At Walden, we continually look for ways to improve the educational process for our students.

The Student Handbook is your reference for all policies and procedures, and the most recent version will always be your guide. Consult the "What's New?" page of the handbook regularly to see recent changes to university policies or procedures. The academic year during which you were admitted establishes your program of study, and you are subject to the degree requirements described in the catalog for that term. The catalog also has a "What's New?" page to keep you updated on new programs and courses or significant changes in existing programs and courses. We encourage your feedback about the catalog and handbook by sending your comments to catalog@waldenu.edu.

We also recommend that you take advantage of our wide range of support services specifically designed for online learning. Our academic advisors, student support team, library, and academic skills center 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.

We look forward to a successful year as you pursue your education at Walden.

Sincerely,

Eric Riedel, PhD
Chief Academic Officer

About the Student Handbook

Navigation

Student Handbook: Select from the topics listed on the left navigation pane. For more information, click the "Help" button (upper right) or select the "How to Use This Handbook" link.
Catalog: To access the Catalog, select "2015-2016 Catalog," from the drop-down menu in the upper-right corner of this page and then click "Go."
University Guidebooks: On the drop-down menu in the upper-right corner of this page, select "University Guidebooks" and then click "Go."

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 Web site.

Students who are admitted for, and enrolled during, the 2015–2016 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 Academic 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).

How to Use This Handbook

If you are a graduate or undergraduate student, the Walden University Student Handbook offers convenient tools to help you quickly locate and search university policies, procedures, and resources.

Features of the online handbook include:
- A drop-down menu for selecting the desired publication.
- A list of sections and categories on the left side of the page for selecting academic policies and procedures, the academic calendar, academic resources, student services, financial aid policies, and other information.
- Convenient printing from the "print-friendly page" link on every page and "print course" link on every page.
- A Publication Search feature at the upper left for locating items by keyword search. Type in the search box and press "Enter." Or select "Advanced Search" to narrow or expand search options.
- A My Pages feature that allows you to add and track favorite information and to retrieve saved preferences.

To access the 2015-2016 Walden University Catalog

1. On the drop-down menu in the upper-right corner of this page, select "2015–2016 Walden University Catalog."
2. Click "Enter."
3. On the catalog home page, select from the topics listed on the left side of the page.

Feedback

Send comments, questions, or suggestions to catalog@waldenu.edu.

Disability Services

If you need the 2015–2016 Walden University Catalog or Walden University Student Handbook in an alternative format, send an e-mail to disability@waldenu.edu.

Where to Look

Topic	Walden University Catalog	Walden University Student Handbook	University Guidebooks	Website
Accelerate Into Master's (AIM)	x			http://www.waldenu.edu/colleges-schools/college-of-undergraduate-studies/academic-programs/accelerate-into-masters
Academic Advising		Academic Advising Team		http://www.waldenu.edu/about/multimedia/transcripts/academic-advisors-student-support
Admission Requirements		Admission Requirements		http://www.waldenu.edu/admissions/requirements
Bursar		Bursar		http://www.waldenu.edu/financial-aid/bursar
Capstone	x			http://www.waldenu.edu/experience/learning/capstone
Code of Conduct		Code of Conduct		
Curriculum	x			
Degrees	x			http://www.waldenu.edu/programs
Disability Services		Disability Services		http://www.waldenu.edu/experience/support-services/disability-services
Dissertation	x	Final Projects: Dissertation	x	
Doctoral Study	x	Capstone Research: Dissertation or Doctoral Study	x	http://www.waldenu.edu/doctoral/learning-models/doctoral-study
Faculty Members	x			http://www.waldenu.edu/experience/walden/faculty
Field Experiences	x	Field Experiences	x	
Final Projects	x	Final Projects	x	
Financial Aid		Financial Aid		http://www.waldenu.edu/financial-aid
KAMs, Policies and		KAM Assessor Policies	x	

Procedures				
Licensure	x	Licensure		
Minors	x	Undergraduate Minors		
Registrar		Registrar		
Residencies		Academic Residencies and Requirements		http://www.waldenu.edu/experience/learning/residencies
Specific Courses	x			http://www.waldenu.edu/programs/individual-courses
Specific Programs	x			http://www.waldenu.edu/programs
Student Responsibility for Technology		Student Responsibility for Technology		
Thesis		Capstone Research: Master's Thesis	x	
Transfer of Credit		Transfer of Credit		http://www.waldenu.edu/admissions/degree-acceleration
Tuition and Fees		Tuitions and Fees		http://www.waldenu.edu/financial-aid/tuition-fees
University Vision and Mission	X	Vision, Mission, and Goals		

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

Section 2. About Walden University

- About Walden University
- History
- Vision, Mission, and Goals
- Social Change
- University Outcomes
- Accreditation
- Licensure
- Legal Information
- Walden Awards and Honoraria

About Walden University

For more than 40 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 80 accredited campus-based and online universities in 29 countries, serving more than 950,000 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 marks 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.

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

Walden University's Academic Structure
The Richard W. Riley College of Education and Leadership • Division of Administration and Postsecondary Education • Division of Early Childhood, Special Education, and Professional Licensure • Division of Teaching and Learning
College of Health Sciences • School of Health Sciences • School of Nursing
College of Management and Technology • School of Information Systems and Technology • School of Management
College of Social and Behavioral Sciences • School of Counseling • School of Psychology • School of Public Policy and Administration • School of Social Work and Human Services
College of Undergraduate Studies

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.

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University Values

Quality • Integrity • Student-Centeredness

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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

- 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
  - School of Social Work and Human Services
- College of Undergraduate Studies

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 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.

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.

College of Social and Behavioral Sciences Mission and Vision

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.

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.

School of Counseling Mission and Vision

Mission

The School of Counseling prepares both master's-level professional counselors and doctoral-level counselor educators and supervisors to serve the mental health needs of diverse individuals, groups, couples, and families. The School and faculty are dedicated to preparing adult learners as scholar-practitioners, advocates, and leaders who promote positive social change in the counseling and counselor education professions. Students are mentored by a global faculty community of doctoral-level scholars with a breadth of personal and professional experiences. Graduates will be equipped with knowledge of contextually- and culturally-relevant applications and therapeutic skills that enhance their abilities to excel in unique practice and education environments.

Vision

Counseling faculty, as scholars-practitioners, and students of the School of Counseling apply their knowledge and skills to enhance the counseling profession through research, empirically-based practice, and a commitment to positive social change.

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.

School of Social Work and Human Services Mission and Vision

Mission

The 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-

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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 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 will cultivate the development of social work scholar-practitioners by expanding their knowledge of real-world social problems and preparing them as social workers who work toward positive social change by providing ethical, evidence-based services to individuals, families, and groups. The curriculum is grounded in the strengths and empowerment theoretical models to facilitate the students' acquisition of knowledge and skills needed for advanced clinical practice as professional social workers. Graduates of the MSW program will be equipped with knowledge of the contextually and culturally relevant engagements and assessments, intervention strategies, and evaluations that enhance their skills in areas such as practice, collaboration, and advocacy for underserved populations.

College of Undergraduate Studies Mission and Vision

Mission

The College of Undergraduate Studies at Walden University provides a diverse community of adult learners with a baccalaureate education that lays the foundation for lifelong learning. We provide students with the opportunity to transform themselves into career professionals empowered to effect positive social change in their families, workplaces, and communities.

Vision

The College of Undergraduate Studies envisions a premier, innovative undergraduate experience that offers our diverse community of adult learners the essential skills, knowledge, and ethical frameworks to address real-world problems. We strive to produce graduates who value lifelong learning and achieve their personal and professional goals by effecting positive social change in their families, workplaces, and communities.

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.

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.

Accreditation

Walden University is accredited by The Higher Learning Commission (NCAHLC).

The Richard W. Riley College of Education and Leadership at Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses offered to PreK–12 educators for professional development, relicensure, or other purposes.

Walden's MS in Clinical Mental Health Counseling; MS in Marriage, Couple, and Family 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 helps to streamline the licensing application process and provides students with an advantage when applying to doctoral programs.

BS in Information Technology is one of only a few online programs accredited by ABET, the internationally recognized accreditor for college and university programs in applied science, computing, engineering, and engineering technology.

Walden University's BS in Business Administration, Executive Master of Business Administration (EMBA), 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 has been reviewed and approved as a provider of project management training by the Project Management Institute (PMI). As a PMI Registered Education Provider (REP), Walden has agreed to abide by PMI-established quality assurance criteria. MS in Project Management is accredited by the Global Accreditation Center (GAC) of the Project Management Institute (PMI).

The Society for Human Resource Management (SHRM) acknowledges that Walden's MS in Human Resource Management fully aligns with the SHRM's 2010 edition of HR Curriculum Guidebook and Templates, which help define HR education standards and help business schools develop degree programs that follow these standards.

Walden's Bachelor of Science in Nursing (BSN) Completion program, Master of Science in Nursing (MSN) program, and Doctor of Nursing Practice (DNP) program are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036. CCNE is a national accrediting agency recognized by the U.S. Department of Education and ensures the quality and integrity of bachelor's and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment.

Licensure

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

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

- Florida
- Illinois
- Indiana
- Kansas
- Kentucky
- Minnesota
- Oregon
- Pennsylvania
- South Carolina
- Tennessee
- Washington

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.

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.

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 http://dataportal.cpe.ky.gov/acadprog.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/certification/outofstate.asp.

Minnesota

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

Oregon

Walden University is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under

OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, OR 97401.

Pennsylvania

Note to all Pennsylvania residents: Walden University's teacher preparation program and special education endorsement programs are approved by the Minnesota Board of Teaching 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 U.S. 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.

Tennessee

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

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

make certain that they know the transfer of credit policy of Walden University and of any other educational institutions they may in the future want to transfer the credits earned at Walden University before they execute an enrollment contract or agreement.

Washington

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

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.

Legal Information

- Privacy Policy

- Trademarks, Copyright, and Disclaimers

Privacy Policy

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

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

Do-Not-Call Policy

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

Policy Overview

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

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

Do-Not-Call Requests

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

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

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

Laureate collects e-mail addresses from online information request forms, returned business reply cards, application forms, and other sources. This information is used to contact students about Laureate schools and programs and for promotional purposes strictly related to the products and services of Laureate and its affiliates. Laureate never disguises the origin of its messages. When students receive messages from Laureate, they will be able to identify Laureate or one of its affiliates as the sender.

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

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

Questions about privacy policies should be directed in writing to

Office of General Counsel
Laureate Education, Inc.

650 S. Exeter Street
Baltimore, MD 21202

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

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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

Presentation Honoraria

Graduate students and alumni who present refereed or peer-reviewed papers or posters at regional, national, or international meetings or publish papers in peer-reviewed journals based on work completed at Walden are eligible for a $300 honorarium. Graduate students and alumni can receive the honorarium only once per academic year (September 1–August 31).

The criteria and procedures for applying for the honorarium are as follows:
- Following the presentation, the student/graduate must submit to the associate dean of his or her academic unit a hard copy of appropriate sections of the conference program showing the conference name and presentation title/abstract and date, and the name, title, and academic institutional affiliation of the presenter.
- Walden must be the only academic institutional affiliation listed for the student/graduate receiving the honorarium.
- The student/graduate must complete and submit Internal Revenue Service Form W-9 Request for Taxpayer Identification Number and Certification. The form may be obtained from the academic unit's administrative assistant.
- For current students, the presentation/poster session must be based on work conducted as a Walden student. For alumni, the presentation/poster session must be based on the thesis, research project, or dissertation.
- The presentation/poster session must be presented at a regional, national, or international meeting.
- The presentation/poster session must have been refereed or peer-reviewed.
- The student/graduate must personally make the presentation or accompany the poster session.
- To apply for honoraria, students should submit all documentation to the administrative support team in their respective academic unit.

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) G.P.A. at the time of graduation will receive a Presidential Commendation for Academic Achievement. Recipients will wear a presidential medallion throughout the graduation ceremony and will be recognized in the commencement

program. Recipients who do not attend commencement will receive a certificate and will be recognized in the commencement program.

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@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 mentor (that is, the chair of 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 annually upon a Walden University graduate whose dissertation is judged as meeting the highest university standards of academic excellence. This award was created to honor the dedicated life and distinguished career of one of the nation's foremost experts in demography, Dr. Harold L. Hodgkinson, and to recognize his instrumental role in the establishment and academic development of Walden University.

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.

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 Center for Academic Integrity, Duke University, as follows:

Honesty: An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.

Trust: An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

Fairness: An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, instructors, and administrators.

Respect: An academic community of integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.

Responsibility: An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

Walden University is committed to conducting its affairs in accordance with this code in a socially responsible and ethical manner consistent with the Walden community's respective educational, research, scholarly, and social change missions. As such, Walden supports a code of conduct that is consistent with applicable federal, state, and local laws guaranteeing nondiscrimination for all protected classifications, as well as with the university's nondiscrimination policies. In addition, members shall not conduct themselves either inside or outside of the classroom in a manner that is unduly disruptive or unethical, or that might lower the status or damage the reputation of the university.

Drug and Alcohol Policy

Walden University maintains a drug-free university. Students, instructors, and staff are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs while working, participating in the online classroom, or attending residencies or other university-sponsored activities.

Code of Conduct

Each student is responsible for becoming familiar with the Code of Conduct, as published in this Walden University Student Handbook and any subsequent updates. If a student is unsure about the application or interpretation of the Code of Conduct, it is her or his responsibility to seek clarification from university administrators.

Students and other members of the university community should also refer to the Technology Policies section of this Walden University Student Handbook regarding sanctions for violations related to the use of university networks, 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.

1. Nondiscrimination: Walden University does not discriminate or tolerate discrimination by or against members of the university community on the basis of race, color, national origin, gender, sexual orientation, religion, age, mental or physical disability, veteran status, marital status, or other protected characteristics in the admission to, access to, or treatment or employment in any of its programs or activities.

2. Nonharassment: Walden University is committed to maintaining an environment that is free of unwelcome and disrespectful conduct and communication and in which university members feel safe and comfortable. As such, it is a violation of this policy for any Walden employee, instructor, or student to engage in harassing conduct or communication directed toward another employee, instructor, student, or any other person affiliated with the university. Sexual harassment can include, but is not limited to, unwelcome sexual advances; requests for sexual favors; unwelcome physical contact; inappropriate 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;

- o Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting assessment of academic progress; or
- o Such conduct, by instructors, staff, or students, including between students, has the purpose or effect of interfering with academic performance or creating an intimidating, hostile, or offensive environment.

Unwelcome conduct of this nature, directed at others and based on other protected characteristics, such as race, sexual orientation, gender, religion, age, and other characteristics as set forth in the university's nondiscrimination policy, violates both the nonharassment policy and the nondiscrimination policy.

3. Professional Conduct: As part of its commitment to integrity and respect in the community in which it operates, Walden University expects that its students will conduct themselves in a professional and respectful manner at all times, both when interacting within the university community and when representing the university at events outside the institution. In that regard, students will not at any time engage in unduly disruptive, threatening, unethical, disrespectful, or abusive conduct toward other members of the university community, including fellow students, instructors, and staff.

4. Academic Integrity: Walden University considers academic integrity to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and instructors of Walden recognize the necessity and accept the responsibility for academic integrity. A student who enrolls at the university thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the academic unit or academic program, and, in turn, the instructor. Student submissions will be routinely searched for offending material by an online originality check program. The university also recognizes that, in an educational community, the pressure to succeed can often be intense. Students who feel overwhelmed by their academic and personal obligations may be tempted to take shortcuts that may compromise their honesty and integrity. To help students derive the full benefit of the educational opportunity provided by the university, this section defines a violation of academic integrity and gives examples of actions that are considered dishonest. The university encourages students who may have questions or concerns about the definition and forms of academic integrity violations described herein to contact their faculty mentor, course instructor, or academic advisor.
A violation of academic integrity is any action or attempted action that may result in creating an unfair academic advantage for the student or an unfair academic advantage or disadvantage for any other member or members of the academic community.

Student work is monitored for evidence of plagiarism, using an anti-plagiarism application, database, or service of Walden's choosing. Students 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 submit the work to the anti-plagiarism application, database, or service of Walden's choosing; to make and retain copies of the work; to image the work for computerized grading; and to archive certain work in a publicly accessible collection.

Academic integrity violations include the following:

Plagiarism
Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:
   o Wholesale copying of passages from works of others into an assignment, paper, or discussion board posting, or thesis or dissertation without acknowledgment
   o Using the views, opinions, or insights of another without acknowledgment
   o Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

Students' Misuse of Their Own Scholarly Work
   o During their studies at Walden, students may find themselves writing for a second, third, or fourth time on the same topic; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.
   o Walden recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses and KAM demonstrations. In general, students may use only small portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper or KAM to another. Any use of prior work is at the discretion of the instructor: students must receive prior approval from their instructor, who may request a copy of the previous work. Fair use laws must be respected for published documents.
   o When using their own scholarly work in subsequent research, students should cite themselves as a primary author and their previous coursework or KAM demonstrations as unpublished papers, as shown in The Publication Manual of the American Psychological Association.

Cheating

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. It includes using or attempting to use materials, or assisting others in using materials, that are prohibited or inappropriate in the context of the academic assignment in question. For example:

- Copying or attempting to copy from others during an exam or on an assignment
- Communicating answers with another person during an exam
- Preprogramming a calculator to contain answers or other unauthorized information for exams
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam
- Allowing others to do an assignment or portion of an assignment, including the use of a commercial term paper service
- Submitting the same assignment for more than one course without the prior approval of all the instructors involved (See the Students' Misuse of Their Own Scholarly Work section above for more information.)
- Collaborating on an exam or assignment with any other person without prior approval from the course instructor
- Taking an exam for another person or having someone take an exam for you

Providing False Information

For example:

- Furnishing false information in the context of an academic assignment
- Fabricating or altering information or data and presenting it as legitimate
- Providing false or misleading information to an instructor or any other university staff member

Copyright Violation

Walden recognizes and respects intellectual property rights. As part of its mission to maintain the highest standards for ethical conduct, the university requires its employees, instructors, students, and other university community members to use copyrighted materials in a lawful manner.

No employee, instructor, student, nor other university community member may reproduce any copyrighted work in print, video, or electronic form in violation of the law. The easiest way to avoid violating the law is by receiving the express written permission of the copyright holder. Copyright laws in the United States may protect works even if they are not registered with the U.S. Copyright Office

and even if they do not carry the copyright symbol.

Copyrighted works include, but are not limited to, printed articles from publications, television and radio programs, videotapes, music performances, photographs, training materials, manuals, documentation, software programs, databases, World Wide Web pages, and CD-ROMs. In general, the laws that apply to printed materials are also applicable to visual and electronic media. Walden directs its employees, instructors, students, and other university community members to obtain appropriate permission from copyright holders directly, or from their licensing representative, when reproduction or duplication exceeds fair use. The fair use doctrine allows limited exemptions to copyright infringement liability when copyrighted works are used for purposes such as comment, criticism, teaching, scholarship, or research, particularly when the use of the work is limited in amount and scope and is for noncommercial purposes. To learn more about fair use, visit Copyright Law of the United States of America.

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.

Theft or Damage of Property

For example:

- Sabotaging or stealing another person's assignment, paper, project, electronic hardware, or software
- Obtaining improper access to, or electronically interfering with, the property of another person or the university via computer or other means
- Obtaining a copy of an assignment or exam prior to its approved release by the instructor

Alteration of University Documents.

For example:

- Forging an instructor's or university official's signature on any document
- Submitting an altered transcript of grades to or from another institution or employer

- Putting your name on, or copying, another person's paper or assignment
- Altering a previously graded exam or assignment for purposes of a grade appeal or for gaining points in a regarding process

Review Process for Code of Conduct Violations

General Process

Whenever a violation of the Code of Conduct is identified, the university will take prompt and appropriate corrective action consistent with its policy. There shall be no retaliation against any member of the university community who expresses a concern under this policy, and confidentiality, to the extent possible, will be maintained. Intentionally false accusations may result in appropriate corrective action by the university.

Note: This process applies to all Code of Conduct issues except for violations of the academic integrity policy. Review procedures specific to academic integrity violations are outlined in the next section.

1. Obligation to Report. Any member of the Walden community who suspects that a violation of the Code of Conduct has occurred is required to submit electronically to the associate dean/executive director, or their designees, the following information for the purposes of administrative review and resolution:

    o Date of the alleged incident
    o Documentation available to support the allegation
    o Name and contact information of the person making the notification

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

2. Investigation Process. The associate dean/executive director or their designees will conduct an appropriate investigation that will include the opportunity for the student to respond to the alleged violation, either in writing or orally. In all cases, informal attempts will be made to resolve the issue. During the investigation, the associate dean/executive director or their designees may convene a small panel to review the alleged violation. Following the investigation, the associate dean/executive director or their designees will make a decision and notify the student in writing of the decision and any sanctions resulting from the findings.

3. Appeals. A student may appeal the decision of the associate dean/executive director or their designees in cases of Code of Conduct violations, other than academic integrity

violations. (See Appeals Process in the Student Appeals and Grievances section of this Walden University Student Handbook.)

Process for Academic Integrity Violations

1. Investigation Process. Should an instructor suspect that a student has violated the academic integrity policy in the Code of Conduct, the instructor will conduct an appropriate investigation, which may include use of a plagiarism detection service and a request that the student provide complete copies of all sources used in the research under question. (If another instructional staff member—such as a research reviewer, editor, or writing tutor—suspects that a student has violated the academic integrity policy in the Code of Conduct, he or she will report the suspicion to the instructor who will then conduct an appropriate investigation.) If the instructor finds that the student has violated the academic integrity policy, he or she will provide written evidence of the violation to the student and give the student an opportunity to respond to this evidence in writing.

If, after reviewing the student's response, the instructor determines that the student has violated the academic integrity policy, he or she will inform the associate dean/executive director or their designees, and together they will determine which sanction to impose. Possible sanctions include one or more of the following: a requirement to redo work, a reduction in grade for the work, award of a failing assignment grade, award of a failing course or KAM demonstration grade, enrollment in a course on academic integrity, academic suspension, or permanent dismissal from the university. Multiple violations will result in more severe sanctions. The associate dean/executive director must approve all suspensions or dismissals from the university and will notify students in writing of such action.

Suspected violations of academic integrity that are reported to the university by students or other community members will be investigated by the associate dean/executive director or their designees, and a disposition will be provided to the student in the same manner.

The university believes that upholding academic integrity is among its highest callings and to that end provides educational opportunities for students to explore both the ethical necessity and the technical methods of conducting research that meets the highest standards laid out in the Fundamental Values of Academic Integrity statement. Students who are found to have violated the academic integrity policy but are not dismissed from the university will be required to take and successfully complete with a grade of B or better a course on academic integrity to build their understanding and skills in upholding academic integrity. This course must be taken in the term immediately following the finding of academic integrity violation.

2. Sanctions and Records. The university takes all violations of the Code of Conduct very seriously and takes actions that are appropriate to the violation.

In addition to instructor-imposed sanctions, the university can impose additional sanctions upon

a student whose violation of the Code of Conduct is severe or follows a prior history. These sanctions include award of a failing course or KAM demonstration grade, including retroactive application of failing grades to past courses or KAM demonstrations; placement on a status of academic warning; revocation of proposal or dissertation approval; academic suspension; and permanent dismissal from the university.

All disciplinary actions are recorded in the student's file, which remains permanently on record. The existence of a prior violation in a student's file will lead to stronger sanctions for subsequent acts. Students who have been dismissed from the university for violation of the academic integrity policy are not eligible for readmission.

3. Appeals. The findings of the associate dean/executive director or their designees in cases of academic integrity violations are final and are not subject to appeal.

Student Appeals and Grievances

Students who wish to appeal a decision related to Code of Conduct violations are advised to first pursue less formal channels for conflict resolution before filing a formal written appeal or grievance.

1. Students with concerns involving academic decisions related to professional conduct or academic dismissal may pursue an academic appeal through the appeals process outlined in this Walden University Student Handbook.
2. Students with concerns involving the university's nondiscrimination, nonharassment, or educational access policies are encouraged to first report their concerns to their associate dean/executive director or their designees to allow for appropriate review and investigation of the concerns. If this process does not adequately resolve the issue, the student can then proceed with filing a formal written grievance under the grievance process outlined in this Walden University Student Handbook. Often these types of concerns can be resolved without pursuing the formal grievance process.
3. Decisions of the associate dean/executive director or their associate designees related to academic integrity violations (other than academic dismissal), change of grade, program of study, or other decisions related specifically to the program, specialization, or concentration curriculum cannot be appealed.

Appeals Process

Students with concerns involving academic decisions related to professional conduct or academic dismissal may pursue an academic appeal to the chief academic officer through this appeals process.

To appeal, the student must submit the electronic *Student Academic Appeal* form. The form

requires a statement of the decision that constitutes the subject matter of the appeal, the grounds on which it is being challenged, and the reasons the student believes that the decision was improperly made. The submission must also include a description of the remedy sought and the informal efforts taken to date to resolve the matter. The appeal must include an allegation of any adverse effects on the student, known to her or him at the time of filing.

This appeal must specifically address the following:
- Were the proper facts and criteria brought to bear on the decision?
- Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the student?
- Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the student?
- Given the proper facts, criteria, and procedures, was the decision one that a person in the position of the decision-maker might reasonably have made?

This appeal may not be made on the basis of general dissatisfaction with the decision of the associate dean/executive director or their designees.

The appeal must be submitted to the chief academic officer of the university. An appeal and all related materials or documents must be submitted electronically within 30 calendar days of the last day of classes of the academic term in which the adverse decision occurred or should reasonably have been discovered. A delay in filing an appeal may, taking all circumstances into account, constitute grounds for its rejection.

The chief academic officer may remand the matter for further consideration to a lower administrative level (including the level at which the original appeal arose), to the coordinator for student academic integrity and conduct review, or to the university ombudsperson, unless the ombudsperson has been previously involved in addressing the issue that gave rise to the appeal. The chief academic officer may attempt to resolve the matter informally, provide a decision on the appeal, or refer the appeal, or any issue therein, to a three-person panel consisting of individuals not associated with the academic unit in which the original appeal was filed. This panel shall consider the matter and report to the chief academic officer as the latter directs.

Should the chief academic officer resolve the matter informally or decide the appeal, he or she shall notify the student (and the party against whose decision the appeal has been filed) in writing of the disposition made of the appeal. Should the chief academic officer refer the appeal, he or she shall inform the student (and the party against whose decision the appeal has been filed) in writing of any referral of the matter and shall specify the matters referred and the directions to the committee or person to whom the referral is made (including the time frame within which the committee or person is to report back to the chief academic officer).

Normally no more than 45 calendar days should elapse between the filing of the appeal and the disposition by the chief academic officer. If, because of absence of key persons from the university or other exigencies, the chief academic officer judges that prompt disposition is not possible, he or she shall inform the student (and the party against whose decision the appeal has

been filed) of this fact in writing, and provide them with an estimate of when a disposition can be expected. The disposition of the appeal, as reported by the chief academic officer, shall be final and not subject to further appeal.

Grievance Process

A student alleging discrimination, harassment, or failure of educational access may contact his or her associate dean/executive director or their designees, for immediate reporting, counseling, and investigation of the concerns. The formal complaint must be submitted via e-mail to the associate dean/executive director or their designees. After attempting this method of resolution, a student may file a grievance according to the grievance procedure set forth in this section. There shall be no retaliation against anyone who files a grievance or otherwise reports discrimination or harassment. Filing of a grievance may, however, initiate reassignment of one or more of the involved parties for a reasonable period to allow for an appropriate investigation of the situation.

The right to confidentiality, both of the complainant and of the accused, will be respected to the extent possible insofar as it does not interfere with the institution's legal obligation or ability to investigate allegations of misconduct brought to the university's attention or to take corrective action when it is found that misconduct has occurred.

A formal grievance must be identified as such in writing and directed to the chief academic officer using the electronic _Student Academic Appeal_ Form. The grievance normally should originate no more than 30 calendar days following a resolution decision by the associate dean/executive director or their designees concerning the complaint or conduct that gave rise to the grievance.

The chief academic officer initially reviews the case to determine appropriate action, which can include referring the matter to an appropriate university office for review. If the conflict is resolved at this stage, no further action is necessary. If the conflict cannot be resolved in this way, the chief academic officer appoints a hearing committee to review the allegations.

A written decision from the committee will be delivered in as timely a manner as possible while allowing for appropriate investigation and consideration, not to exceed 60 calendar days from the date the complaint is filed with the chief academic officer, unless the committee notifies the parties of the need for an extension in order to properly complete the process. The written records are confidential but available for on-site review by the person(s) directly involved.

The decision of the chief academic officer is, in all cases, final, and not subject to appeal.

Note to Arizona Residents

The Arizona State Board for Private Postsecondary Education requires all institutions to have a published grievance procedure that includes reference to a student's right to file a complaint with the Arizona state board. In the event a complaint from an Arizona student cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the state

board for further details. Arizona State Board for Private Postsecondary Education, 1400 W. Washington Street, Room 260, Phoenix, AZ 85007; 1-602-542-5709; http://azppse.state.az.us.

Note to Tennessee Residents

The Tennessee Higher Education Commission requires that all students know of their rights in a grievance situation, including contacting the Tennessee Higher Education Commission, Nashville, TN 37243-0830, 1-615-741-5293, if grievances are not resolved at the institutional level.

Note to South Carolina Residents

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.

Professional Conduct

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 Conduct Policy

There are a number of professional skills and characteristics that are important for those who provide services to children, adolescents, and adults, as well as to professional organizations, in a variety of settings. These interpersonal/professional skills include, but are not limited to, adherence to ethical standards published by professional organizations, professional deportment, sensitivity to client issues, and appropriate use of supervision. Situations can arise in which instructors, students, or other professionals observe behaviors by other students that demonstrate a lack of appropriate interpersonal or professional skills. The purpose of this policy is to provide a set of procedures that will be used by Walden instructors to address such issues.

For the purposes of this procedure, a distinction is made between different types of behaviors that impede a student's development. These include (1) problem behaviors, (2) inappropriate/unprofessional conduct, and (3) critical behaviors.

1. Problem Behaviors. Problem behaviors occur when a student's attitude and/or behavior is of concern and requires remediation but is not unexpected for professionals in training. These types of behaviors include, but are not limited to, performance anxiety, discomfort with clients of diverse ethnic backgrounds, and lack of appreciation for agency rules and

expectations. These types of behaviors can typically be remediated with feedback and further training and supervision, do not result in the potential for physical and/or emotional harm to others, are limited in duration and will likely not develop into an inappropriate/unprofessional conduct situation.

2. Inappropriate/Unprofessional Conduct. Inappropriate/unprofessional conduct is defined broadly as an interference in professional functioning that is reflected in one or more of the following ways:

   o An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior
   o An inability to acquire professional skills in order to reach an acceptable level of competency
   o An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning

   Problems typically become identified as inappropriate/unprofessional conduct when they include one or more of the following characteristics:

   o The student fails to acknowledge, understand, or address the problem when it is identified, resulting in further manifestations signifying a more pervasive problem.
   o 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.
   o The quality of services delivered by the student is sufficiently negatively affected.
   o The problem negatively affects other students' learning.
   o A disproportionate amount of attention and intervention by training personnel/instructors is required to remediate the problem.
   o The student's behavior does not change as a function of feedback, remediation efforts, and/or time.

3. Critical Behaviors. While these behaviors can occur in the online learning environment, they are most likely to manifest during face-to-face meetings (e.g., residencies and meetings associated with coursework). Critical behaviors put, or have the potential to put, students or instructors and staff (including oneself) at risk for physical harm or serious emotional distress. These types of behaviors include, but are not limited to, being under the influence of drugs or alcohol, carrying a weapon, sexual or other types of harassment, suicide ideation, verbal abuse, exhibiting psychological problems (e.g., those associated with such things as psychosis or mania), threats of harm, intimidation, and abusive or

threatening postings. These behaviors may result in legal, law enforcement, medical, and/or mental health interventions. The procedures for addressing these behaviors are covered under the 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.

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 or submitting work (even partial) to an assignment submission link, in the classroom within the first 7 days. 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(s) 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

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 academic 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/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/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 Academic Advising Team to get help so they can remain in the class.
- Hard Disks: Backup hard disks are readily available from retail outlets for well under $100. In addition, 4GB, 8GB, and other sizes of memory sticks are available for as little as a few dollars. Some Internet service providers (ISPs) allow storage on the Internet for free or for a nominal charge.
- The key is to actually use the backup device on a periodic basis—daily, weekly, or monthly.
- Computers: In the event of a computer failure, students should have a plan to use another computer, such as at a local coffee shop, Internet café, library, or a work location; with a friend or family member; or on a second or even third computer at home. Students should use an extra external hard drive or portable drive and take their backed up data to use on this computer.
- Emergencies: Students should have a plan for finding another computer in the event of an emergency such as a power failure, natural disaster, fire, burglary, or loss of access to

one's home. As in the example above, students should use an extra external hard drive or portable drive and take their backed up data to use on this computer.

- Software: If another computer is needed in an emergency, that computer may not have the latest version of software available and thus may not be able to read a student's document. Tip: Store two versions of a document—one in the latest and one in the previous version of the application, such as in Word 2007 and Word 2003. For example, Word 2003 cannot open a document stored in Word 2007 format, and if the Word 2007 document is backed up and the backup computer has Word 2003 installed, the document will not be able to be read, modified, or printed.

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 which may be included in the course materials.

Late Assignments

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.

Incomplete Grades

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

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 Academic Advising Team.

Students should consult specific sections of this Walden University Student Handbook for the circumstances around a given request. The university always attempts to provide a prompt response; however, the complexity of the request and procedure for resolution may determine the time frame for arriving at a decision as necessary.

Note: Also see the Petitions for Policy Exceptions section of this Walden University Student Handbook.

The types of student-initiated requests are as follows:
- Petition: A petition is the vehicle used in requesting a waiver of a particular institutional policy due to events beyond one's control and or legitimate circumstances that render a particular policy as not applicable.

- Academic Appeal: An academic appeal is a request to have an academic policy-related decision of the university reconsidered on the sole grounds that the original decision made was 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/she is not satisfied with a level of service, some inconvenience, technical support, or other matter that the complainant feels has detracted from his/her student experience. The university regards all such complaints as important to the improvement of the Walden student experience.

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@waldenu.edu.

Once the petition is received, an academic advisor will review and verify the submitted documentation. The advisor may contact any of the parties named in the petition to verify information. The advisor will determine whether or not the petition falls into the category of an exception to university policies.

After the documentation has been verified, the academic advisor will forward it to the student's associate dean/executive director or their designees, with a recommendation, if appropriate. The associate dean/executive director or their designees will review the information, make a decision recommendation to the bursar, notify the student in writing of the decision, and notify any relevant university offices. The decision of the bursar will be final.

Student Education Records

Walden University retains its academic records based on the guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
- Notification of FERPA Rights
- 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@waldenu.edu.

For name changes or corrections to names or Social Security numbers, students must provide a signed written request by mail or by fax to 1-410-843-6416.

These requests must include a Walden ID number or Social Security number, and a copy of legal documentation of the requested change or correction. Legal documentation can be a copy of a driver's license, Social Security card, marriage certificate, or court order, such as a divorce decree.

Name changes need to reflect the exact name on the legal documentation provided: nicknames, middle names, alternate spellings, or abbreviations cannot be used in official university records, unless these are confirmed as legal names.

For a correction to a Social Security number, a copy of the Social Security card must be provided. This documentation will be maintained by the university to authenticate changed data.

Disclosure of Student and Alumni Information

The university may disclose public, or directory, information at its discretion. Under FERPA, currently enrolled students and alumni have the right to request suppression of designated directory information. To request suppression of directory information, students and alumni can submit a written request to the Student Support team at reghelp@waldenu.edu at any time.

Public (Directory) Information

- Name, address, and telephone number
- 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@waldenu.edu.

Students requesting corrections or changes to their name or Social Security number must submit a signed written request by mail or by fax to 1-410-843-6416. These requests must include a Walden ID number or Social Security number, and a copy of legal documentation of the requested change/correction. Legal documentation can be a copy of a driver's license, Social Security card, marriage certificate, or court order, such as a divorce decree. Name changes need to reflect the exact name on the legal documentation provided: nicknames, middle names, alternate spellings, or abbreviations cannot be used in official university records, unless these are confirmed as legal names. For a correction to a Social Security number, a copy of the Social Security card must be provided. This documentation will be maintained by the university to authenticate changed data.

Student Identification Cards

An official ID card includes a student's first name, last name, and student ID number and is available for printing through the myWalden portal. For more information, students can e-mail support@waldenu.edu.

Section 4. Academic Calendar, Admission, and Enrollment

- Academic Calendar and Registration Policies
- Admission Policies
- Admission Requirements
- Enrollment Requirements
- Enrollment Options
- Student 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 2014–2015 academic year. Click on the links above to access detailed calendars for either the Quarter-Based Programs or the Semester-Based Programs.

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

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

At-A-Glance Calendar

2014–2015

Term	First Day of Term	Last Day of Term
Quarter-Based		
Fall Quarter 2014	02-Sep-2014	23-Nov-2014
Winter Quarter 2014	01-Dec-2014	22-Feb-2015
Spring Quarter 2015	02-Mar-2015	24-May-2015

Summer Quarter 2015	01-Jun-2015	23-Aug-2015
Semester-Based		
Fall Semester 2014	02-Sep-2014	21-Dec-2014
Spring Semester 2015	05-Jan-2015	26-Apr-2015
Summer Semester 2015	04-May-2015	23-Aug-2015

2015–2016

Term	First Day of Term	Last Day of Term
Quarter-Based		
Fall Quarter 2015	31-Aug-2015	22-Nov-2015
Winter Quarter 2015	30-Nov-2015	21-Feb-2016
Spring Quarter 2016	29-Feb-2016	22-May-2016
Summer Quarter 2016	31-May-2016	21-Aug-2016
Semester-Based		
Fall Semester 2015	31-Aug-2015	20-Dec-2015
Spring Semester 2016	04-Jan-2016	24-Apr-2016
Summer Semester 2016	02-May-2016	21-Aug-2016

Quarter-Based Programs

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

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

2014–2015

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to WITHDRAW with W
Summer Quarter 2015								
201570	201570–1	Summer Quarter: Part of Term 1	12	01-Jun-15	23-Aug-15	03-Jun-15	07-Jun-15	22-Jul-15

201570	201570–3	Summer Quarter: Part of Term 3	6	01-Jun-15	12-Jul-15	03-Jun-15	07-Jun-15	27-Jun-15
201570	201570–5	Summer Quarter: Part of Term 5	6	13-Jul-15	23-Aug-15	15-Jul-15	19-Jul-15	08-Aug-15
201570	201570–7	Summer Quarter: Part of Term 7	8	01-Jun-15	26-Jul-15	03-Jun-15	07-Jun-15	05-Jul-15
201570	201570–15	Summer Quarter: Part of Term 15	2	01-Jun-15	14-Jun-15	03-Jun-15	03-Jun-15	10-Jun-15
201570	201570–17	Summer Quarter: Part of Term 17	4	01-Jun-15	28-Jun-15	03-Jun-15	07-Jun-15	18-Jun-15
201570	201570–19	Summer Quarter: Part of Term 19	2	13-Jul-15	26-Jul-15	15-Jul-15	15-Jul-15	22-Jul-15
201570	201570–21	Summer Quarter: Part of Term 21	4	13-Jul-15	09-Aug-15	15-Jul-15	19-Jul-15	30-Jul-15
201570	201570–23	Summer Quarter: Part of Term 23	3	01-Jun-15	21-Jun-15	03-Jun-15	03-Jun-15	14-Jun-15
201570	201570–25	Summer Quarter: Part of Term 25	3	13-Jul-15	02-Aug-15	15-Jul-15	15-Jul-15	26-Jul-15
201570	201570–27	Summer Quarter: Part of Term 27	11	01-Jun-15	16-Aug-15	03-Jun-15	07-Jun-15	18-Jul-15

2015–2016

Fall Quarter 2015								
Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to WITHDRAW with W
201610	201610–1	Fall Quarter: Part of Term 1	12	31-Aug-15	22-Nov-15	02-Sept-15	06-Sept-15	21-Oct-15
201610	201610–3	Fall Quarter: Part of Term 3	6	31-Aug-15	11-Oct-15	02-Sept-15	06-Sept-15	26-Sept-15
201610	201610–5	Fall Quarter: Part of Term 5	6	12-Oct-15	22-Nov-15	14-Oct-15	18-Oct-15	07-Nov-15
201610	201610–7	Fall Quarter: Part of Term 7	8	31-Aug-15	25-Oct-15	02-Sept-15	06-Sept-15	04-Oct-15
201610	201610–15	Fall Quarter: Part of Term 15	2	31-Aug-15	13-Sept-15	02-Sept-15	06-Sept-15	09-Sept-15

201610	201610–17	Fall Quarter: Part of Term 17	4	31-Aug-15	27-Sept-15	02-Sept-15	06-Sept-15	17-Sept-15
201610	201610–19	Fall Quarter: Part of Term 19	2	12-Oct-15	25-Oct-15	14-Oct-15	14-Oct-15	21-Oct-15
201610	201610–21	Fall Quarter: Part of Term 21	4	12-Oct-15	08-Nov-15	14-Oct-15	18-Oct-15	29-Oct-15
201610	201610–23	Fall Quarter: Part of Term 23	3	31-Aug-15	20-Sept-15	02-Sept-15	06-Sept-15	13-Sept-15
201610	201610–25	Fall Quarter: Part of Term 25	3	12-Oct-15	01-Nov-15	14-Oct-15	14-Oct-15	25-Oct-15
201610	201610–27	Fall Quarter: Part of Term 27	11	31-Aug-15	15-Nov-15	02-Sept-15	06-Sept-15	17-Oct-15

Winter Quarter 2015–2016

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to WITHDRAW with W
201630	201630–1	Winter Quarter: Part of Term 1	12	30-Nov-15	21-Feb-16	02-Dec-15	06-Dec-15	20-Jan-16
201630	201630–3	Winter Quarter: Part of Term 3	6	30-Nov-15	10-Jan-16	02-Dec-15	06-Dec-15	26-Dec-15
201630	201630–5	Winter Quarter: Part of Term 5	6	11-Jan-16	21-Feb-16	13-Jan-16	17-Jan-16	06-Feb-16
201630	201630–7	Winter Quarter: Part of Term 7	8	30-Nov-15	24-Jan-16	02-Dec-15	06-Dec-15	03-Jan-16
201630	201630–15	Winter Quarter: Part of Term 15	2	30-Nov-15	13-Dec-15	02-Dec-15	02-Dec-15	09-Dec-15
201630	201630–17	Winter Quarter: Part of Term 17	4	30-Nov-15	27-Sept-15	02-Dec-15	06-Dec-15	17-Dec-15
201630	201630–	Winter	2	11-	24-	13-	13-Jan-16	20-Jan-16

	19	Quarter: Part of Term 19		Jan-16	Jan-16	Jan-16		
201630	201630–21	Winter Quarter: Part of Term 21	4	11-Jan-16	7-Feb-16	13-Jan-16	17-Jan-16	28-Jan-16
201630	201630–23	Winter Quarter: Part of Term 23	3	30-Nov-15	20-Dec-15	02-Dec-15	02-Dec-15	13-Dec-15
201630	201630–25	Winter Quarter: Part of Term 25	3	11-Jan-16	31-Jan-16	13-Jan-16	13-Jan-16	24-Jan-16
201630	201630–27	Winter Quarter: Part of Term 27	11	30-Nov-15	14-Feb-16	02-Dec-15	02-Dec-15	16-Jan-16

Spring Quarter 2016

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to WITHDRAW with W
201650	201650–1	Spring Quarter: Part of Term 1	12	29-Feb-16	22-May-16	02-Mar-16	06-Mar-16	20-Apr-16
201650	201650–3	Spring Quarter: Part of Term 3	6	29-Feb-16	10-Apr-16	02-Mar-16	06-Mar-16	26-Mar-16
201650	201650–5	Spring Quarter: Part of Term 5	6	11-Apr-16	22-May-16	13-Apr-16	17-Apr-16	07-May-16
201650	201650–7	Spring Quarter: Part of Term 7	8	29-Feb-16	24-Apr-16	02-Mar-16	06-Mar-16	03-Apr-16
201650	201650–15	Spring Quarter: Part of Term 15	2	29-Feb-16	13-Mar-16	02-Mar-16	02-Mar-16	09-Mar-16
201650	201650–17	Spring Quarter: Part of Term 17	4	29-Feb-16	27-Mar-16	02-Mar-16	06-Mar-16	17-Mar-16
201650	201650–19	Spring Quarter: Part of Term 19	2	11-Apr-16	24-Apr-16	13-Apr-16	13-Apr-16	20-Apr-16
201650	201650–21	Spring Quarter: Part	4	11-Apr-	8-May-	13-Apr-	17-Apr-16	28-Apr-16

		of Term 21		16	16	16		
201650	201650–23	Spring Quarter: Part of Term 23	3	29-Feb-16	20-Mar-16	02-Mar-16	02-Mar-16	13-Mar-16
201650	201650–25	Spring Quarter: Part of Term 25	3	11-Apr-16	1-May-16	13-Apr-16	13-Apr-16	24-Apr-16
201650	201650–27	Spring Quarter: Part of Term 27	11	29-Feb-16	15-May-16	2-Mar-16	2-Mar-16	16-Apr-16

Summer Quarter 2016

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to WITHDRAW with W
201670	201670–1	Summer Quarter: Part of Term 1	12	31-May-16	21-Aug-16	02-Jun-16	06-Jun-16	20-Jul-16
201670	201670–3	Summer Quarter: Part of Term 3	6	31-May-16	10-Jul-16	02-Jun-16	06-Jun-16	25-Jul-16
201670	201670–5	Summer Quarter: Part of Term 5	6	11-Jul-16	21-Aug-16	13-Jun-16	17-Jul-16	06-Aug-16
201670	201670–7	Summer Quarter: Part of Term 7	8	31-May-16	24-Jul-16	02-Jun-16	06-Jun-16	03-Jul-16
201670	201670–15	Summer Quarter: Part of Term 15	2	31-May-16	12-Jun-16	02-Jun-16	02-Jun-16	08-Jun-16
201670	201670–17	Spring Quarter: Part of Term 17	4	31-May-16	26-Jun-16	02-Jun-16	06-Jun-16	17-Jun-16
201670	201670–19	Spring Quarter: Part of Term 19	2	11-Jul-16	24-Jul-16	13-Jun-16	13-Jul-16	20-Jul-16
201670	201670–21	Summer Quarter: Part of Term 21	4	11-Jul-16	07-Aug-16	13-Jun-16	17-Jul-16	28-Jul-16
201670	201670–23	Summer Quarter: Part of Term 23	3	31-May-16	19-Jun-16	02-Jun-16	02-Jun-16	12-Jun-16

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to Withdraw with W
201670	201670–25	Summer Quarter: Part of Term 25	3	11-Jul-16	31-Jul-16	13-Jun-16	13-Jul-16	24-Jul-16
201670	201670–27	Summer Quarter: Part of Term 27	11	31-May-16	14-Aug-16	02-Jun-16	02-Jun-16	16-Jul-16

Semester-Based Programs

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

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

2014–2015

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to Withdraw with W
Summer Semester 2015								
201560	201560–1	Summer Semester: Part of Term 1	16	04-May-15	23-Aug-15	06-May-15	10-May-15	11-Jul-15
201560	201560–2	Summer Semester: Part of Term 2	8	04-May-15	28-Jun-15	06-May-15	10-May-15	07-Jun-15
201560	201560–4	Summer Semester: Part of Term 4	8	29-Jun-15	23-Aug-15	01-Jul-15	05-Jul-15	02-Aug-15
201560	201560–6	Summer Semester: Part of Term 6	16	29-Jun-15	18-Oct-15	01-Jul-15	05-Jul-15	05-Sep-15
201560	201560–8	Summer Semester: Part of Term 8	5	04-May-15	07-Jun-15	06-May-15	10-May-15	26-May-15
201560	201560–10	Summer Semester: Part of Term 10	5	08-Jun-15	12-Jul-15	10-Jun-15	14-Jun-15	30-Jun-15
201560	201560–12	Summer Semester: Part of Term 12	5	13-Jul-15	16-Aug-15	15-Jul-15	19-Jul-15	04-Aug-15
201560	201560–18	Summer Semester: Part of Term 18	6	04-May-15	14-Jun-15	06-May-15	10-May-15	30-May-15
201560	201560–	Summer Semester: Part of	4	04-May-	31-May-	06-May-	10-May-	21-May-

	26	Term 26		15	15	15	15	15
201560	201560–28	Summer Semester: Part of Term 28	2	29-Jun-15	12-Jul-15	01-Jul-15	01-Jul-15	08-Jul-15
201560	201560–30	Summer Semester: Part of Term 30	10	08-Jun-15	16-Aug-15	10-Jun-15	14-Jun-15	21-Jul-15
201560	201560–32	Summer Semester: Part of Term 32	6	13-Jul-15	23-Aug-15	15-Jul-15	19-Jul-15	08-Aug-15
201560	201560–34	Summer Semester: Part of Term 34	4	29-Jun-15	26-Jul-15	01-Jul-15	05-Jul-15	16-Jul-15
201560	201560–36	Summer Semester: Part of Term 36	4	04-May-15	24-May-15	06-May-15	06-May-15	17-May-15
201560	201560–38	Summer Semester: Part of Term 38	3	29-Jun-15	19-Jul-15	01-Jul-15	29-Jun-15	12-Jul-15

2015–2016

Reporting Term	Terms Within Major Starts	Term Description	Term in Weeks	First Day of Term	Last Day of Term	Last Day to ADD	Last Day to DROP with Refund	Last Day to Withdraw with W
Fall Semester 2015–2016								
201620	201620–1	Fall Semester: Part of Term 1	16	31-Aug-15	20-Dec-15	02-Sep-15	06-Sep-15	07-Nov-15
201620	201620–2	Fall Semester: Part of Term 2	8	31-Aug-15	25-Oct-15	02-Sep-15	06-Sep-15	04-Oct-15
201620	201620–4	Fall Semester: Part of Term 4	8	26-Oct-15	20-Dec-15	28-Oct-15	01-Nov-15	29-Nov-15
201620	201620–6	Fall Semester: Part of Term 6	16	26-Oct-15	14-Feb-16	28-Oct-15	01-Nov-15	02-Jan-16
201620	201620–8	Fall Semester: Part of Term 8	5	31-Aug-15	04-Oct-15	02-Sep-15	06-Sep-15	22-Sep-15
201620	201620–10	Fall Semester: Part of Term 10	5	05-Oct-15	08-Nov-15	07-Oct-15	11-Oct-15	27-Oct-15
201620	201620–12	Fall Semester: Part of Term 12	5	09-Nov-15	13-Dec-15	11-Nov-15	15-Nov-15	01-Dec-15
201620	201620–18	Fall Semester: Part of Term 18	6	31-Aug-15	11-Oct-15	02-Sep-15	06-Sep-15	26-Sep-15
201620	201620–26	Fall Semester: Part of Term 26	4	31-Aug-15	27-Sep-15	02-Sep-15	06-Sep-15	17-Sep-15

201620	201620–28	Fall Semester: Part of Term 28	2	26-Oct-15	08-Nov-15	28-Oct-15	28-Oct-15	04-Nov-15
201620	201620–30	Fall Semester: Part of Term 30	10	05-Oct-15	13-Dec-15	07-Oct-15	11-Oct-15	17-Nov-15
201620	201620–32	Fall Semester: Part of Term 32	6	09-Nov-15	20-Dec-15	11-Nov-15	15-Nov-15	05-Dec-15
201620	201620–34	Fall Semester: Part of Term 34	4	26-Oct-15	22-Nov-16	28-Oct-15	01-Nov-15	12-Nov-15
201620	201620–36	Fall Semester: Part of Term 36	3	31-Aug-15	20-Sep-15	02-Sep-15	02-Sep-15	13-Sep-15
201620	201620–38	Fall Semester: Part of Term 38	3	26-Oct-15	15-Nov-15	28-Oct-15	28-Oct-15	08-Nov-15

Spring Semester 2015–2016

201640	201640–1	Spring Semester: Part of Term 1	16	04-Jan-16	24-Apr-16	06-Jan-16	10-Jan-16	12-Mar-16
201640	201640–2	Spring Semester: Part of Term 2	8	04-Jan-16	26-Feb-16	06-Jan-16	10-Jan-16	07-Feb-16
201640	201640–4	Spring Semester: Part of Term 4	8	29-Feb-16	24-Apr-16	02-Mar-16	06-Mar-16	03-Apr-16
201640	201640–6	Spring Semester: Part of Term 6	16	29-Feb-16	19-Jun-16	02-Mar-16	06-Mar-16	07-May-16
201640	201640–8	Spring Semester: Part of Term 8	5	04-Jan-16	07-Feb-16	06-Jan-16	10-Jan 16	25-Jan-16
201640	201640–10	Spring Semester: Part of Term 10	5	08-Feb-16	13-Mar-16	10-Feb-16	14-Feb-16	29-Feb-16
201640	201640–12	Spring Semester: Part of Term 12	5	14-Mar-16	17-Apr-16	16-Mar-16	20-Mar-16	04-Apr-16
201640	201640–18	Spring Semester: Part of Term 18	6	04-Jan-16	14-Feb-16	06-Jan-16	10-Jan-16	30-Jan-16
201640	201640–26	Spring Semester: Part of Term 26	4	04-Jan-16	31-Jan-16	06-Jan-16	10-Jan-16	21-Jan-16
201640	201640–28	Spring Semester: Part of Term 28	2	29-Feb-16	13-Mar-16	02-Mar-16	02-Mar-16	09-Mar-16
201640	201640–30	Spring Semester: Part of Term 30	10	08-Feb-16	17-Apr-16	10-Feb-16	14-Feb-16	21-Mar-16
201640	201640–32	Spring Semester: Part of Term 32	6	14-Mar-16	24-Apr-16	16-Mar-16	20-Mar-16	09-Apr-16
201640	201640–	Spring Semester: Part of	4	29-Feb-	27-Mar-	02-Mar-	06-Mar-	17-Mar-

	34	Term 34		16	16	16	16	16
201640	201640–36	Spring Semester: Part of Term 36	3	04-Jan-16	24-Jan-16	06-Jan-16	06-Jan-16	17-Jan-16
201640	201640–38	Spring Semester: Part of Term 38	3	29-Feb-16	20-Mar-16	02-Mar-16	02-Mar-16	13-Mar-16
Summer Semester 2016								
201660	201660–1	Summer Semester: Part of Term 1	16	02-May-16	21-Aug-16	04-May-16	08-May-16	09-Jul-16
201660	201660–2	Summer Semester: Part of Term 2	8	02-May-16	26-Jun-16	04-May-16	08-May-16	05-Jun-16
201660	201660–4	Summer Semester: Part of Term 4	8	27-Jun-16	21-Aug-16	29-Jun-16	03-Jul-16	31-Jul-16
201660	201660–6	Summer Semester: Part of Term 6	16	27-Jun-16	16-Oct-16	29-Jun-16	03-Jul-16	03-Sep-16
201660	201660–8	Summer Semester: Part of Term 8	5	02-May-16	05-Jun-16	04-May-16	08-May-16	23-May-16
201660	201660–10	Summer Semester: Part of Term 10	5	06-Jun-16	10-Jul-16	08-Jun-16	12-Jun-16	27-Jun-16
201660	201660–12	Summer Semester: Part of Term 12	5	11-Jul-16	14-Aug-16	13-Jul-16	17-Jul-16	01-Aug-16
201660	201660–14	Summer Semester: Part of Term 14	10	02-May-16	10-Jul-16	04-May-16	08-May-16	13-Jun-16
201660	201660–16	Summer Semester: Part of Term 16	14	02-May-16	07-Aug-16	04-May-16	08-May-16	30-Jun-16
201660	201660–18	Summer Semester: Part of Term 18	6	02-May-16	12-Jun-16	04-May-16	08-May-16	28-May-16
201660	201660–26	Summer Semester: Part of Term 26	4	02-May-16	29-May-16	04-May-16	08-May-16	19-May-16
201660	201660–28	Summer Semester: Part of Term 28	2	27-Jun-16	10-Jul-16	29-Jun-16	29-Jun-16	06-Jul-16
201660	201660–30	Summer Semester: Part of Term 30	10	06-Jun-16	14-Aug-16	08-Jun-16	12-Jun-16	18-Jul-16
201660	201660–32	Summer Semester: Part of Term 32	6	11-Jul-16	21-Aug-16	13-Jul-16	17-Jul-16	06-Aug-16
201660	201660–34	Summer Semester: Part of Term 34	4	27-Jun-16	24-Jul-16	29-Jun-16	03-Jul-16	14-Jul-16
201660	201660–36	Summer Semester: Part of Term 36	3	02-May-16	22-May-16	04-May-16	04-May-16	15-May-16
201660	201660–38	Summer Semester: Part of Term 38	3	27-Jun-16	17-Jul-16	29-Jun-16	29-Jun-16	10-Jul-16

Registration Policies

Course Registration

Student registration is governed by the university and is determined by student's program of study.

Students in certain programs register for courses online. Course availability lists and schedules appear on the students' myWalden university portal along with detailed registration instructions. Students must follow the instructions for their particular program.

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

Registration Periods

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

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

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

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

Failure to Register

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

Withdrawing From a Course

Students who wish to withdraw from one or more courses must notify the Academic Advising Team in writing via 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 Academic 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.

Course Length	Withdrawal Deadline for W Grade
2-week course	8th calendar day
4-week course	15th calendar day
5-week course	18th calendar day
6-week course	20th calendar day
8-week course	30th calendar day
11-week course	41st calendar day
12-week course	45th calendar day
16-week course	60th calendar day

Ordering Course Materials

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

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. 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 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
- 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
- Undergraduate Certificate Admission Requirements
- Undergraduate Undeclared Students

Additional policies:
- Additional Academic Unit/Program Requirements
- Applicants With Degrees and Coursework From Non-US 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-US 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-US 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 24 years of age or older.
- Be 21–23 years of age and have at least 12 transferrable quarter credits hours.
- 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.

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

1. A bachelor's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization rec0gnized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-US institution, in a discipline or field related to the program/specialization for which application is made.
2. 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.

3. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee).
4. 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.
5. Completed application form.
6. 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.
7. Goal statement.
8. Official transcript(s) of confirmed bachelor's degree, as well as any additional completed coursework to be considered for transfer of credit.
9. 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

1. 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-US institution
2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in post-baccalaureate degree coursework
3. Three years of professional/academic experience related to the program for which application is made (preferred)
4. Completed application form
5. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications.
6. Official transcript(s) of highest degree or coursework completed to date
7. 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

1. 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-US institution, in a discipline or field related to the program and/or specialization for which application is made
2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in post-baccalaureate coursework
3. Three years of professional/academic experience related to the program for which application is made (preferred)
4. Completed application form
5. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications.
6. Official transcript(s) of highest degree or coursework completed to date
7. 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.

Executive Master of Business Administration Admission Requirements

United States Student Admissions Policy:
1. An official transcript of a bachelor's degree, or a master's degree with minimum GPA of 3.0, 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-US institution
2. 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.)
3. Seven years of professional experience with four or more of those years in a meaningful managerial role
4. Resume
5. Goal statement
6. Letter of recommendation/endorsement
7. Interview with the Executive MBA Academic Admissions Committee
8. Ability to travel internationally

9. Completed application form
10. Access to the Internet

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

- A record or transcript of coursework completed and a diploma for the degree(s) completed for those who have completed a degree

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

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

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

1. 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-US institution
2. 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.)
3. Completed application form
4. 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.
5. Official transcript(s) of confirmed bachelor's degree, as well as any additional completed coursework to be considered for transfer of credit
6. 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

1. 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-US institution
2. A minimum grade point average (GPA) of 2.5 on a 4.0 scale in bachelor's degree coursework
3. Completed application form
4. 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
5. Goal statement
6. Official transcript(s) of confirmed bachelor's degree, as well as any additional completed coursework to be considered for transfer of credit
7. 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

1. 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-US institution.
2. Completed application form.
3. 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.
4. Official transcript(s) of highest degree or coursework completed to date.
5. 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

1. 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-US institution.
2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in post-bachelor's degree coursework.
3. Three years of professional/academic experience related to the program for which application is made (preferred).
4. Completed application form.
5. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications.
6. Official transcript(s) of highest degree or coursework completed to date.
7. 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

1. Candidates must possess a current Minnesota teaching license, or the equivalent from another U.S. state.
2. 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-US 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.
   o 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-US 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.

3. 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.
4. If a candidate graduated from a non-US institution, the candidate's proficiency in English must be verified by a TOEFL score or waiver option.
5. A candidate must complete a goal statement (1–2 pages) that describes why he or she wants to become a Reading K–12 teacher.
6. Admission requires that candidates complete all application materials, including a signed acknowledgment of background check guidelines, as well as immunization and TB guidelines.

Undergraduate Certificate Admission Requirements

The following are required for admission to Walden's undergraduate certificate 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-US secondary education completion credential to a U.S. high school diploma and a copy of the academic credential.
- Be concurrently enrolled in an approved partner institution with an articulation agreement with Walden.

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-US 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 one of the following criteria:
- Be 24 years of age or older.
- Be 21–23 years of age and have at least 12 transferrable quarter credits hours.
- 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

Undergraduate Undeclared Students

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

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

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

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

- College of Social and Behavioral Sciences

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.

Program	Requirements
Teacher Preparation Program With a Master of Arts in Teaching	

Teacher Preparation Program With a Master of Arts in Teaching	1. A bachelor's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-US institution, in a discipline or field related to the program/specialization for which application is made.
	    o It is Walden's policy, consistent with the policy of most states, that all US-licensed educators must complete a degree, either at the bachelor's or master's level, from an institution that is regionally accredited by one of the six associations recognized by the U.S. Department of Education. Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org.
	    o Degree programs that include a liberal arts or general studies core are advantageous to the future success of teacher candidates. Walden recommends that potential candidates demonstrate completion of college-level work in communication (including composition), humanities, and social/behavioral sciences, as well as in mathematics and natural sciences.
	2. A minimum grade point average (GPA) of 2.5 on a 4.0

	scale or its equivalent in bachelor's degree coursework. Conditional admission may be available for this program. Goal statements must include why the candidate wants to become a teacher in the chosen area. The statement should include any prior work with children and families and/or with diverse populations. 3. In lieu of research experience, the goal statement must cover the candidate's experience with diversity. 4. Admission requires the completion of all application materials, including a signed acknowledgment of background check and fingerprinting guidelines as well as immunization and TB guidelines. 5. Applicants must have completed at least one college level course in multicultural and/or global studies. 6. Completion of the MTLE Exam and scores must be received by Walden University prior to admission in the program.
Endorsement Program	
Reading K–12 Endorsement Programs	1. 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-US institution, in a discipline or field related to the program/specialization for which application is made. o It is Walden's policy, consistent with the policy of most states, that all US-licensed educators must complete a degree, either at the bachelor's or master's level, from an institution that is regionally accredited by one of the six associations recognized by the U.S. Department of Education. Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. 2. A minimum GPA of 2.3 on a 4.0 scale in bachelor's degree coursework. Conditional admission may be available for this program.

	3. A current Minnesota teaching license or the equivalent from another U.S. state. 4. Application materials fully completed, including signed acknowledgment of responsibility for licensure.
Graduate Certificate Programs	
Graduate Certificate in: • Curriculum, Instruction, and Assessment • Elementary Reading and Literacy • Engaging Culturally Diverse Learners • Integrating Technology in the Classroom • Mathematics 5–8 • Mathematics K–6 • Professional Development • Science, Grades K–8 • Special Education (Non-Licensure) • Teaching English Language Learners • Teacher Leadership	1. 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. 2. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee). 3. An undergraduate GPA of 2.5 or better is a criterion for full admission. Conditional admission may be available for this program.
Master's Programs	
MS in Education (except MS in Education with a specialization in Educational Leadership and Administration [Principal Preparation program])	1. 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. 2. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee). 3. 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.
MS in Education with a specialization in Educational Leadership and Administration (Principal Preparation program)	1. At least 3 years of teaching experience and a valid state-issued teaching license or certificate. 2. Names of and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and

	3. Minimum grade point average (GPA) of 2.5 on a 4.0 scale in bachelor's degree coursework
	4. Applicants without 3 years of teaching experience are not eligible for the Admissions Committee.
Post-Master's Certificates	
Post-Master's Certificate in: • Adult Education • College Teaching and Learning	1. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in a master's degree coursework. 2. 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. 3. 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. 4. Conditional admission may be available for this program.
Education Specialist (EdS) Programs	
Education Specialist (EdS): Administrator Leadership for Teaching and Learning	1. 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. 2. It is advantageous for applicants to the Administrator Leadership for Teaching and Learning specialization to be certified and to be currently employed as an education administrator. 3. In order to complete the assignments successfully, applicants must have access to an administrator throughout the program. In addition, applicants must have access to students, administrators, and community members associated with a P-12 school setting in order to successfully complete EDAD 7203 - Leading Professional Learning Communities.* 4. Conditional admission may be available for this program. *Applicants are required to discuss how they satisfy this requirement during the admission's process.
Education Specialist (EdS):	1. It is advantageous to have 3 years of professional

• Assessment, Evaluation, and Accountability • Curriculum, Instruction, and Professional Development	and/or academic experience. Students lacking experience may be admitted; however, it could hinder their success within the program. 2. Conditional admission may be available for this program.

Education Specialist (EdS) in Early Childhood	1. It is advantageous to have at least 3 years of professional experience in education.
	2. Students are required to have one of the following:
	   o 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
	   o Successful completion of at least four graduate courses with sufficient content in early childhood, including child development and effective program practices; OR
	   o Strong related work experience in early childhood.*
	3. Conditional admission may be available for this program.
	
	Note: Students may direct questions regarding these requirements to their Enrollment Advisor.
	
	*Students are required to discuss how they satisfy this requirement during the admission's process.

Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation program)	1. At least 3 years of teaching experience and a valid state-issued teaching license or certificate. 2. 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. 3. Applicants without 3 years teaching experience are not eligible for the Admissions Committee. 4. Conditional admission may be available for this program.
Education Specialist (EdS) in Educational Technology	1. 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.

	2. Applicants must have at least 1 year of experience applying technology in the workplace.
	3. Conditional admission may be available for this program.
Education Specialist (EdS) in Reading and Literacy Leadership	1. It is advantageous to have at least 3 years of professional experience in education.
	2. Applicants should have current and consistent direct access to a group of students in an authentic learning environment by the time of entry into the program.
	3. Students are required to have one of the following
	o A master's degree in reading (or related title) OR
	o A teaching background with four graduate courses in reading OR
	o Strong related work experience in reading and literacy* OR
	o Significant professional development in reading and literacy**
	4. Conditional admission may be available for this program.
	Note: Students may direct questions regarding these requirements to their Enrollment Advisor.
	*Students are required to discuss how they satisfy this requirement during the admission's process.
	**Students are required to show proof of professional development during the Admission's process.
Education Specialist (EdS) in Special Education	1. Students are required to have one of the following:
	o A Master's in Special Education degree OR
	o 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)
	2. Students must have access to a school or district environment that has special education programming.*
	3. Conditional admission may be available for this program.

	*Students are required to discuss how they satisfy this requirement during the admission's process.

Education Specialist (EdS) in Teacher Leadership	1. 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.
	   ○ It is advantageous for applicants to the Teacher Leadership specialization to have current certification or to be eligible for certification in K–12 education.
	   ○ Applicants should have direct access to a group of students in an authentic learning environment by the time of entry into the program.*
	2. Conditional admission may be available for this program.
	
	*Applicants are required to discuss how they satisfy this requirement during the admission's process.

Doctor of Education (EdD)	

EdD with a specialization in Administrator Leadership for Teaching and Learning	1. It is preferred that applicants have at least 3 years of professional experience in education or a related field
	   ○ It is advantageous for applicants to the Administrator Leadership for Teaching and Learning specialization to be certified and to be currently employed as an education administrator.
	   ○ In order to complete the assignments successfully, applicants must have access to an administrator throughout the program. In addition, applicants must have access to students, administrators, and community members associated with a P-12 school setting in order to successfully complete EDAD 8143 - Leading Professional Learning Communities.*
	2. Conditional admission may be available for this program.
	
	*Applicants are required to discuss how they satisfy this requirement during the admission's process.

EdD with a specialization in: • Adult Education • College Teaching and Learning	1. Applicants should have current and consistent direct access to a group of students in an authentic postsecondary learning environment by the time of entry into the program. 2. Conditional admission may be available for this program.
EdD with a specialization in: • Curriculum, Assessment, and Instruction • Higher Education Leadership	1. It is preferred that applicants have at least 3 years of professional experience in education or a related field. 2. Conditional admission may be available for this program.

EdD with a specialization in Early Childhood	1. It is advantageous to have at least 3 years of professional experience in education. Students are required to have one of the following:
	   o 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
	   o Successful completion of at least four graduate courses with sufficient content in early childhood, including child development and effective program practices; OR
	   o Strong related work experience in early childhood.*
	2. Conditional admission may be available for this program.
	
	Note: Students may direct questions regarding these requirements to their Enrollment Advisor.
	
	*Students are required to discuss how they satisfy this requirement during the admission's process.

EdD with a specialization in Reading and Literacy Leadership	1. It is advantageous to have at least 3 years of professional experience in education. 2. Applicants should have current and consistent direct access to a group of students in an authentic learning environment by the time of entry into the program. 3. Students are required to have one of the following: o A master's degree in reading (or related title) OR

	o A teaching background with four graduate courses in reading OR o Strong related work experience in reading and literacy* OR o Significant professional development in reading and literacy** 4. Conditional admission may be available for this program. **Note:** Students may direct questions regarding these requirements to their enrollment advisor. *Students are required to discuss how they satisfy this requirement during the admission's process. **Students are required to show proof of professional development during the admission's process.

EdD with a specialization in Special Education	1. Students are required to have one of the following:
	  o A Master's in Special Education degree OR
	  o 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)
	2. Students must have access to a school or district environment that has special education programming.*
	3. Conditional admission may be available for this program.
	
	*Students are required to discuss how they satisfy this requirement during the admission's process.

EdD with a specialization in Teacher Leadership	1. It is preferred to have at least 3 years of professional experience in education:
	  o It is advantageous for applicants to the Teacher Leadership specialization to have current certification or to be eligible for certification in K–12 education.
	  o Applicants should have direct access to a group of students in an authentic learning environment by the time of entry into the program.*
	2. Conditional admission may be available for this

	program.
	*Applicants are required to discuss how they satisfy this requirement during the admission's process.
PhD in Education	
PhD in Education with a specialization in Community College Leadership	Applicants must have access to the community college setting, whether it is via the classroom or in an administrative capacity.
PhD in Education with a specialization in Educational Technology	1. 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. 2. Applicants must have at least 1 year of experience applying technology in the workplace.
Post-Doctoral Certificate	
Post-Doctoral Certificate in Assessment, Evaluation, and Accountability	1. 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. 2. Conditional admission may be available for this program.

College of Health Sciences

School of Health Sciences

Master of Public Health (MPH)
1. Telephone interviews may be conducted at the discretion of the associate dean (or designee).
2. Conditional Admission may be available for this program.

MS in Health Informatics
1. Telephone interviews may be conducted at the discretion of the associate dean (or designee).
2. Conditional Admission may be available for this program.

PhD in Health Services
1. Telephone interviews may be conducted at the discretion of the associate dean (or designee).
2. Conditional Admission may be available for this program.

PhD in Public Health

1. Applicants entering with a bachelor's degree from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-US institution, may be considered for admission provided that their cumulative undergraduate GPA is greater than 3.0. Walden University reserves the right to review such applicants through a university committee.
2. Telephone interviews may be conducted at the discretion of the associate dean (or designee).
3. 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-US 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-US 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-US institution. Applicants must have a minimum GPA of 3.0 in master's degree coursework.

Courses	Number
Communication (including one college composition course)	2 courses
Humanities	2 courses
Social/Behavioral Sciences	2 courses
Mathematics and Science (including microbiology, and anatomy and physiology)	3 courses
Statistics	1 course
Electives	1 course
Total	11 courses

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:

1. 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.
2. 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.
3. Documented proof of an active registered nurse (RN) license in the United States or its territories.
4. International nurses must have the equivalent of a RN license in their home country.

5. 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.

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

U.S. Admissions 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

School of Nursing

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.

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 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 management-related field or complete the four-course Graduate Certificate in Business Management (or equivalent transfer of credit).

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

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

School of Psychology

Doctoral Degree Programs

- PhD in Psychology
  - o Bachelor Entry option: GPA of 3.0 on Bachelor's degree to be eligible for bachelor entry option.
  - o 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
  - o Industrial and Organizational Psychology specialization
    - Bachelor entry option: GPA of 3.0 on Bachelor's degree to be eligible for bachelor entry option.

School of Social Work and Human Services

Master's Degree Programs

- Master of Social Work (MSW)
  - o Goal Statement
  - o Résumé/Curriculum Vita
  - o Acknowledgment Statement on Licensure—all applicants

- o International Student Acknowledgment Form (International students only)
- o 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.
- o 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 Services
- o Résumé/Curriculum Vita
- o 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
- PhD in Criminal Justice
  - o Résumé/Curriculum Vita

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

- Applying for Admission
- International Inquiries
- Seeking Transfer Credit

Applying for Admission

Walden University welcomes people who have degrees or completed coursework from non-US 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 U.S. educational standards, applicants will be asked to submit their transcripts to a member of NACES (or their nursing licensure/certification to the Commission on Graduates of Foreign Nursing Schools (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 Academic 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 Academic Advising Team via e-mail.

For graduate change of specialization requests, the Academic 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 Academic Advising Team to discuss the possible implications of changing degree programs, which can include the following:
- Change in transfer of credit
- Change in time to completion
- Change in financial aid award
- Change in tuition, if there was a tuition reduction associated with the original program that is not offered for the new program of interest

After speaking with a member of the Academic Advising Team, students will need to complete a Change of Program Request form and return it to their advisor. Once received, the request will be reviewed along with the student's academic records and account. 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 Academic Advising Team should the decision be made to repeat coursework outside of Walden University. Students must complete a Letter of Permission in advance of this coursework.
- Inactive: Contact a member of the Enrollment Advising Team should the decision be made to repeat coursework outside of Walden University.

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

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.

*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 W 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 Dismissal for Low GPA or Failing the Same Required Course Twice
- Readmission After Withdrawal
- Readmission Decisions

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 (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.

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 Academic Advising Team with the request to be reinstated to the program.

Students who withdraw and want to return to the university after two consecutive terms but less than a year from their withdrawal date, and who are eligible to return, may submit an online Petition for Reinstatement to the Academic Advising Team at least 30 calendar days prior to the first day of the month in which they want to return to their program. If approved, they will be 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@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.

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
BIOL 1001 Introduction to Biology	Biology*		
CHEM 1001 Introduction to Chemistry	Chemistry*		
ENGL 1001 English Composition	English Composition (Optional essay section or exam)		English Composition
MATH 1040 College Algebra Concepts	College Algebra	Fundamentals of College Algebra	
MATH 1030 College Math	College Mathematics		
NASC 1001 Environmental Science		Environment and Humanity: The Race to Save the Planet	
PHIL 1001 Introduction to Philosophy			
PHIL 2001 Ethics		Ethics in America	Ethics: Theory and Practice
PHSC 1001 Earth Science			Earth Science
POLI 1001 American Government	American Government		
PSYC 1001 Introduction to Psychology (non-majors only)	Introductory Psychology		
RELG 2001 World Religions		Introduction to World Religions	Religions of the World
SOCI 1001 Introduction to Sociology	Introductory Sociology		
SOCI 2001 Multicultural Dimensions 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
ACCT 1001 Accounting I	Financial Accounting	Principles of Financial Accounting	
BUSI 1002 Introduction to Business Management and Leadership	Principles of Management	Introduction to Business	
BUSI 2001 Business Law	Introductory Business Law		
CMIS 1001 Introduction to Information Systems	Information Systems and Computer Applications	Management Information Systems	
ECON 1001 Microeconomics	Principles of Microeconomics		
EDUC 1001 Introduction to Education		Fundamentals of Education	
EDUC 1003 Educational Psychology	Introduction to Educational Psychology		
FNCE 3001 Financial Management		Principles of Finance	
HRMG 3001 Human Resource Management		Human Resource Management	Human Resource Management
MRKT 3001 Marketing	Principles of Marketing		
PSYC 1002 Psychology as a Natural Science or PSYC 1003 Psychology as a Social Science	Introductory Psychology		
PSYC 3002 Data Analysis and Presentation		Principles of Statistics	Statistics
PSYC 3003 Methods in Psychological Inquiry			Research Methods in Psychology

STAT 2001 Statistics		Principles of Statistics	Statistics

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

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

- 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

Walden Course	Exam Topic	Advanced Placement	International Baccalaureate
BIOL 1001 Introduction to Biology	Biology	X	X
CHEM 1001 Introduction to Chemistry	Chemistry	X	X
ECON 1001 Macroeconomics	Economics	X	X
ENGL 1001 English Composition	English Language	X	X
NASC 1001 Environmental Science	Environmental Science	X	
GEOG 1001 World Regional Geography	Geography		X

MATH 1030 College Math	Mathematics		X
PHIL 1001 Introduction to Philosophy	Philosophy		X
PSYC 1001 (non-majors) Introduction to Psychology or PSYC 1002 (majors) Psychology as a Natural Science	Psychology	X	X
STAT 2001 Statistics or PSYC 3002 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:
1. Standardized national testing programs (credit by exam)
2. ACE-approved training programs (including U.S. Military credit)
3. Portfolio as recommended by the National College Credit Recommendation Service (NCCRS) or Walden's Center for Degree Acceleration
4. Components of Professional Certifications that provide preparation for professional certifications and are recognized by professional organizations
5. 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:
1. 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.
2. 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

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For non-U.S. institutions
1. A copy of the catalog course description
2. 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.

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 here, 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 for a complete listing.

- Anne Arundel Community College

    Articulation Guide (pdf)

- Bethel University

    Articulation Guide (pdf)

- The Belanger School of Nursing

Articulation Guide (pdf)

- Bow Valley College
  Articulation Guide (pdf)

- Center for Financial Training
  Articulation Guide (pdf)

- College of Southern Maryland
  Articulation Guide (pdf)

- Ivy Tech
  Articulation Guide (pdf)

- Jersey College
  Articulation Guide (pdf)
  Transfer Admission Guarantee (TAG) (pdf)

- Madison Area Technical College
  Articulation Guide (pdf)

- Manchester Community College
  Articulation Guide (pdf)

- Memorial School of Nursing - Albany Memorial Hospital
  Articulation Guide (pdf)

- Montgomery College
  Articulation Guide (pdf)

- NHTI
  Articulation Guide (pdf)

- Penn Foster
  Articulation Guide (pdf)

- St. Jude College

Articulation Guide (pdf)

- St. Francis Medical Center

    Articulation Guide (pdf)

- St. Joseph School of Nursing

    Articulation Guide (pdf)

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
College of Undergraduate Studies		
BS in Interdisciplinary Studies	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, IDST 4080, IDST 4081, and SOCI 4080.
The Richard W. Riley College of Education and Leadership		
BS in Child Development (Child and Adolescent Studies	A maximum of 135 quarter	Students must earn at least 45 credits at Walden.

Concentration)	credits may be transferred.	No transfer credit is accepted for HMNT 1001, COMM 1001, SOCI 4080, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 4011, EDUC 4012, EDUC 4001, or EDUC 4500.
BS in Child Development (Dual Infant/Toddler and Preschool Concentration)	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, 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.
BS in Child Development (Psychology)	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, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 4011, EDUC 4012, EDUC 4500, or EDUC 4001.
BS in Child Development (General)	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, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 4011, EDUC 4012, EDUC 4500, or EDUC 4001.
BS in Educational Studies	A maximum of 135 quarter credits may be transferred.	No transfer credit is accepted for HMNT 1001, COMM 1001, SOCI 4080, and EDUC 4015.
BS in Instructional Design and Technology	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, EIDT 2001, EIDT 3004, and EIDT 4001.

Graduate Certificate in Adult Learning	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 Auditing	6 semester credits	
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. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
Graduate Certificate in Developmental Education	6 semester credits	
Graduate Certificate in Early Childhood Administration, Management, and Leadership	6 semester credits	
Graduate Certificate in Early Childhood 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. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
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. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
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. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
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. Students are not required to complete the major assessment(s) for the course(s) in

		which transfer of credit is awarded.
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 Teaching K–12 Students Online	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 Training and Performance Management	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.
Teacher Preparation Program With a Master of Arts in Teaching (MAT)	6 semester credits or equivalent	Credits must be earned from an institution based in the state of Minnesota that is listed in a downloadable PDF available from the Minnesota Board of Teaching website at View the list (PDF). Credits must be earned within 7 years prior to matriculation into the Walden University program or earned after matriculation and within the time limit for earning the degree. Credits must not be applied to any prior earned degree. Transfer of credit is available for EDUC 6606, EDUC 6681, and EDUC 6691. Students are not required to complete the

		major assessment(s) for the course(s) in which transfer of credit is awarded.
Reading K–12 Endorsement	0	
MS in Adult Learning	15–18 semester credits	No transfer of credit is accepted for the following courses: EDUC 6170 and EDUC 6190. 15 transfer credits are allowed for the following specializations: • General • Online Teaching • Developmental Education 18 transfer credits are allowed for the following specializations: • Training and Performance Improvement • Teaching Adults English as a Second Language Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
MS in Early Childhood Studies	15 semester credits	No transfer of credit is accepted for the following courses: EDUC 6005 and EDUC 6960. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
MS in Education	15 semester credits	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. 15 semester credits includes 5 courses of 3 credits each, to align with specialization courses. Earned in courses with content equivalent to the content of the corresponding Walden University courses or with content that is considered by Walden University to enhance the student's education

		Approved in advance of the student taking the course, for those courses completed after matriculating as a Walden student
		Not applied to any prior earned degree.
		No transfer credit is accepted for EDUC 6610.
		MSEd students are required to complete all major assessments regardless of transfer of credit.
		No transfer of credit is accepted into the MSEd Education Leadership and Administration principal licensure program or into the Reading Endorsement courses of the MSEd Reading and Literacy with a Reading K-12 Endorsement.
MS in Higher Education	15 semester credits	No transfer credit is accepted for the following courses: EDUC 6155 and EDUC 6960. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
MS in Instructional Design and Technology	15 semester credits	No transfer credit is accepted for the following courses: EDUC 6105 and EIDT 6910. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
Post-Master's Certificate in Adult Education	N/A	No transfer credit is accepted for this program.
Education Specialist (EdS) programs: • Curriculum, Instruction, and Professional Development • Early Childhood • Educational	22 quarter credits	EdS in Educational Leadership and Administration - No transfer credit is accepted for this program. In all other EdS programs: No transfer credit is allowed for the following courses: • EDSD 70002 or EDSD 7006 -

Technology • Reading and Literacy Leadership • Special Education • Administrator Leadership for Teaching and Learning • Educational Leadership and Administration		Leading the Future of Education • EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
Education Specialist (EdS) in Educational Technology	24 quarter credits	Educational Technology requires that no technology courses be transferred in that are older than 5 years. 24 credits may be applied from the educational technology courses that include no Major Assessments: EDUC 7000, EDUC 7341, EDUC 7343, EDUC 7344, EDUC 7345, EDUC 7346, and EDUC 7347.
Doctor of Education (EdD)	38 quarter credits	No transfer credit is allowed for the following courses: • EDDD 8002 or EDDD 8006 - Leading the Future of Education • EDDD 8003 - Tools for Doctoral Research Success • EDDD 8004 - Demystifying Doctoral Writing for Research • EDDD 8900 - Completing the Prospectus • EDDD 8990 - Completing the Doctoral Capstone Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
PhD in Education with a specialization in Assessment, Evaluation, and Accountability	48 quarter credits	16 credits may be applied to the Research Sequence courses (RSCH 8100/8101, 8200/8201, and 8300/8301; along with one advanced research course RSCH 8250/8251, 8350/8351, or 8450/8451). Research courses must contain both quantitative and qualitative

		research design and data analysis content for RSCH 8200D/8201D and RSCH 8300D/8301D, respectively. 24 credits may be applied from the core courses: EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118. 8 credits may be applied from the content specialization courses: EDUC 8350, EDUC 8351, EDUC 8352, EDUC 8353, EDUC 8354, EDUC 8355 No transfer credit is accepted for the following courses: EDUC 8110/8002, EDUC 8111, EDUC 8112, and EDUC 9001.
PhD in Education: Self-Directed (KAM-Based) specializations and Mixed-Model (KAM-/Course-Based) specializations: • General Program • Adult Education Leadership • Community College Leadership • Curriculum, Instruction, and Assessment • Early Childhood Education • Global and Comparative Education • Higher Education • K–12 Educational Leadership • Special Education • Self-Designed	40 quarter credits	16 credits may be applied to the Research Sequence courses (RSCH 8100/8101, 8200/8201, and 8300/8301; along with one advanced research course RSCH 8250/8251, 8350/8351, or 8450/8451). Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D/8201D and RSCH 8300D/8301D, respectively. 24 credits may be applied from the core courses: EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118. No transfer credit is accepted for EDUC 8110/8002, EDUC 8111, EDUC 8112, KAM V, KAM VI, and Dissertation.
PhD in Education with a specialization in Educational Technology (85 credits)	43 quarter credits	Educational Technology requires that no technology courses be transferred in that are older than 5 years.

| | | 16 credits may be applied to the Research Sequence courses (RSCH 8100/8101, 8200/8201, and 8300/8301; along with one advanced research course RSCH 8250/8251, 8350/8351, or 8450/8451). Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D/8201D and RSCH 8300D/8301D, respectively.

25 credits may be applied from the educational technology content specialization courses: EDUC 8341, EDUC 8342, EDUC 8343, EDUC 8344, EDUC 8345, EDUC 8346, and EDUC 8347

4 credits may be applied from the core courses: EDUC 8112.

No transfer credit is accepted for the following courses: EDUC 8002, EDUC 8348, and EDUC 9001. |
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| PhD in Education with a specialization in Leadership, Policy, and Change in Education | 48 quarter credits | 16 credits may be applied to the Research Sequence courses (RSCH 8100/8101, 8200/8201, and 8300/8301; along with one advanced research course RSCH 8250/8251, 8350/8351, or 8450/8451). Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D/8201D and RSCH 8300D/8301D, respectively.

24 credits may be applied from the core courses: EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118.

8 credits may be applied from the specialization content courses: EDUC 8210, EDUC 8211, EDUC 8212, EDUC 8213, EDUC 8214, and EDUC 8215

No transfer credit is accepted for EDUC 8110/8002, EDUC 8111, EDUC 8112, and EDUC 9001. |

PhD in Education with a specialization in Learning, Instruction, and Innovation	48 quarter credits	16 credits may be applied to the Research Sequence courses (RSCH 8100/8101, 8200/8201, and 8300/8301; along with one advanced research course RSCH 8250/8251, 8350/8351, or 8450/8451). Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D/8201D and RSCH 8300D/8301D, respectively. 8 credits may be applied from the content specialization courses: EDUC 8401, EDUC 8402, EDUC 8403, EDUC 8404, EDUC 8405, EDUC 8406 24 credits may be applied from the core courses: EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118. No transfer credit is accepted for the following courses: EDUC 8110/8002, EDUC 8111, EDUC 8112, and EDUC 9001.
Post-Doctoral Certificate in Assessment, Evaluation, and Accountability	N/A	No transfer of credit is accepted for this program.
College of Health Sciences		
School of Health Sciences		
BS in Health Studies		A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: HMNT 1001, COMM 1001, SOCI 4080, and HLTH 4900.
BS in Healthcare Management		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 the

		following courses: HMNT 1001, COMM 1001, SOCI 4080, and HLTH 4900.
BS in Public Health		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 the following courses: COMM 1001, SOCI 4080, and PUBH 4900.
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.
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.
School of Nursing		
Bachelor of Science in Nursing (BSN)/RN-BSN-MSN		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, NURS 4010, or NURS 4020. Up to 50 credits potentially awarded for meeting competencies required to achieve the nursing license through either a diploma program or an accredited associate degree program.
Master of Science in Nursing (MSN)	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 minimum 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.
College of Management and Technology		
School of Information Systems and Technology		
BS in Computer Information		A maximum of 135 quarter credits may be

| Systems | | transferred.

Students must earn at least 45 credits at Walden.

No transfer credit is accepted for CMIS 1000, COMM 1001, SOCI 4080, and CMIS 4001 or CMIS 4999.

Transfer of Credit for program-related technology courses must have been earned within 5 years prior to matriculation into the program. |
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| BS in Information Technology | | A maximum of 135 quarter credits may be transferred.

No transfer credit will be accepted for ITEC 1000, COMM 1001, SOCI 4080, and ITEC 4901.

Transfer of Credit for program-related technology courses must have been earned within 5 years prior to matriculation into the program. |
| 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 Information Technology | | No transfer credit is accepted for ITEC 6610, ITEC 6620, ITEC, 6630, ITEC 6640, ITEC 6650, ITEC 6660, ITEC 6670, and ITEC 6680.

Credits must be earned within 5 years prior to matriculation into the program. |
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.
School of Management		
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.
BS in Business Communication		A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: HMNT 1001, COMM 1001, SOCI 4080, and COMM 4901.
BS in Communication		A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1005, HMNT 1001, COMM 1001, SOCI 4080, and COMM 4901.
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 Business Management	6 semester credits	The following courses are not eligible for transfer of credit: WMBA 6000 and WMBA 6010.
Graduate Certificate in Communication	6 semester credits	The following course is not eligible for transfer of credit: COMM 6100.

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 Communication	15 semester credits	The following courses are not eligible for transfer of credit: COMM 6100 and COMM 6900.
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 Project Management	15 semester credits	No transfer of credit is allowed for MSPM 6900.
MS in Marketing	15 semester credits	
Doctor of Business Administration (DBA)	30 semester credits	No transfer credit is accepted for DDBA 8006 or DDBA 8990.
PhD in Management (KAM-Based) (Formerly PhD in Applied Management and Decision	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.

Sciences KAM-Based)		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) (Formerly PhD in Applied Management and Decision Sciences Mixed-Model)	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)	41 quarter credits	No transfer of credit is allowed for MGMT 8015.
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.
College of Social and Behavioral Sciences		
School of Counseling		
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	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. Students must have received at least a B. There is no time limit on transfer of credit for prerequisite courses.
School of Psychology		
BS in Forensic Psychology		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, and SOCI 4080.
BS in Psychology		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 PSYC 4010.
Post-Baccalaureate Certificate in Organizational Psychology and Development (post-bachelor's)	10 quarter credits	Transfer credit will be accepted for any two of the four courses in the certificate.

Master in Clinical Psychology	28 quarter credits	No transfer credit is accepted for CPSY 6001 - Foundations, CPSY 6705 - Ethics, CPSY 6343 - Interventions II, CPSY 6700 - Practicum I, CPSY 6800 - Practicum II, and/or CPSY 6900 - Practicum III (optional).
MS in Forensic Psychology	22 quarter credits	No transfer credit is accepted for the following courses: FPSY 6145 - Ethical Issues, FPSY 6001 - Foundations, FPSY 6393 - Capstone, and FPSY 6915 - Field Experience.
MS in Psychology	22 quarter credits	No transfer credit will be accepted for PSYC 6001 - Foundations and/or PSYC 6393 - Capstone.
Post-Master's Psychology Certificate in Teaching Online	10 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 8000 - 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.
* 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 U.S. Department of Education may be able to waive up to 3 courses in which they received a grade of B or better, provided the courses were completed not more than 10 years (3 years for testing courses) prior to matriculation. Waived courses must be replaced with specialization-related and content-relevant courses that further develop students' competencies and are consistent with the program of study. Course waivers with replacement are determined by petitioning the Office of Admissions and providing supporting documentation similar to the transfer of credit process.		
School of Public Policy and Administration		
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)	25 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.
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.
School of Social Work and Human Services		
BS in Human Services		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 the following courses: HMNT 1001, COMM 1001, SOCI 4080, and HUMN 4920.
MS in Human Services	23 quarter credits	
Master of Social Work (MSW)	20 quarter credits	Students may transfer up to 20 credits into Walden's MSW program from a CSWE-accredited Bachelor of Social Work (BSW) program. 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. Students may transfer up to 20 credits into Walden's MSW program from another

		CSWE-accredited Master of Social Work program. Students must have earned a "B" in the course and completed the course within the last 6 years prior to beginning Walden's MSW program. Transfer of Credit is subject to course-by-course review. Students may not transfer in the field experience courses nor the advanced-level courses.
Doctor of Social Work (DSW)	20 doctoral credits	No transfer credit is accepted for SOCW 8000, SOCW 8800, SOCW 8137, SOCW 8140, SOCW 8117, SOCW 8210, SOCW 8801, SOCW 8600, or any specialization course.
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	20 doctoral credits	No transfer credit is accepted for SOCW 8000, SOCW 8800, SOCW 8137, SOCW 8140, SOCW 8117, SOCW 8210, SOCW 8801, SOCW 8600, or any specialization course.

 * 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 U.S. Department of Education.

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

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

- The educational quality of the learning experience to be transferred meets the standards of the university.
- The nature, content, and level of the learning experience is comparable to that offered by the university.
- The learning experience is appropriate and applicable to the university's programs, in light of the student's educational goals.

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

Reconsideration of an Evaluation

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:

1. 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.
2. *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.*

3. 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 Academic 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 Academic 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'

Academic 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 U.S. Department of Education at the time the course was completed, or from an appropriately accredited non-U.S. institution.
- Earned within 10 years prior to or after matriculation 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.

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 years

Time students spend on leave of absence counts toward students' program length. If students request a leave of absence during a time when their program deadline will expire, they must first

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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- or 8-week term. If students feel that circumstances are such that they can successfully complete additional courses in a given term, they must submit a petition to the associate dean/executive director or designee for a temporary (one-term) waiver of the course load limit. The decision of the associate dean/executive director or designee will be based on previous academic record or on the quality and relevance of the student's request and will be considered final.

Undergraduate Students
Undergraduate students may enroll in no more than 6 quarter credits in their first 6-week term as a student of Walden University. They may subsequently enroll in no more than 12 quarter credits per 6-week term. They may enroll in no more than 22 quarter credits total in any academic quarter.

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

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

Minimum Credits Earned at Walden Toward Bachelor's Degree

Undergraduate students must fulfill a minimum requirement of 45 credits through Walden University to receive a Walden 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 Academic Advising Team will recommend another course so students may meet the total number of required credits.

Minimum Years of Enrollment at Walden Toward Graduate Degrees

- Master's-degree and Education Specialist (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.

Student Enrollment Verification

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

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

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

Section 5. Tuition and Financial Aid

- Tuitions and Fees
- Payment Deadlines and Policies
- Financial Aid
- Financial Aid Programs

Quarter-Based Programs

	2014–2015 Academic Year (Effective 3/2/2015)	
Bachelor's Tuition (per quarter credit hour)		
Fundamentals course—MATH 0090	$50	
General education courses	$320	
Bachelor of Science in Nursing (BSN) Completion Program RN-BSN-MSN	$320	
BS in Accounting	$320	
BS in Business Administration	$320	
BS in Business Communication	$320	
BS in Child Development (including Making Connections courses)	$320	
BS in Communication	$320	
BS in Computer Information Systems	$320	
BS in Criminal Justice	$320	
BS in Educational Studies	$320	
BS in Forensic Psychology	$320	
BS in Health Studies	$320	
BS in Healthcare Management	$320	
BS in Human Services	$320	
BS in Information Technology	$320	
BS in Instructional Design and Technology	$320	
BS in Interdisciplinary Studies	$320	
BS in Political Science and Public Administration	$320	
BS in Psychology	$320	
BS in Public Health	$320	
Accelerate Into Master's (AIM) Tuition (per quarter credit hour)		

5000-level Courses	$320
Master's Tuition (per quarter credit hour)	
MS in Addiction Counseling	$440
MS in Career Counseling (in teach-out)	$465[b]
MS in Clinical Mental Health Counseling	$465
MS in Clinical Psychology	$490
MS in Criminal Justice	$470[a]
MS in Criminal Justice Leadership and Executive Management	$470[a]
MS in Emergency Management	$470[a]
MS in Forensic Psychology	$490[a]
MS in Health Education and Promotion	$415[a]
MS in Human Services	$440
MS in Industrial and Organizational (I/O) Psychology	$490
MS in Marriage, Couple, and Family Counseling	$465
MS in Nonprofit Management and Leadership	$455[a]
MS in Psychology	$490
MS in School Counseling	$400
Master of Public Administration (MPA)	$455
Master of Public Health (MPH)	$445[a]
Master of Public Policy (MPP)	$455
Master of Science in Nursing (MSN)–BSN Track	
Leadership and Management, Nursing Education, Nursing Informatics	$445[a]
Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner (for students starting the AGNP or FNP specializations March 2013 and prior)	$500[a]
Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner (for students starting the AGNP or FNP specializations June 2013 and after)	$625[a]
Master of Science in Nursing (MSN)–RN Track	
Leadership and Management, Nursing Education, Nursing Informatics	$145 - Preparatory/Provisional courses (if applicable) $360–Foundation courses[a] $445–NURS 6001, Core, and Specialization courses[a]
Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner (for students starting the AGNP or FNP specializations March 2013 and before)	$145 - Preparatory/Provisional courses (if applicable) $360–Foundation courses[a]

	$500–NURS 6001, Core, and Specialization courses[a]
Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner (for students starting the AGNP or FNP specializations June 2013 and after)	$145 - Preparatory/Provisional courses (if applicable) $360–Foundation courses[a] $625–NURS 6001, Core, and Specialization courses[a]
Master of Social Work (MSW)	$525
Education Specialist (EdS)	
Education Specialist (EdS) in Assessment, Evaluation, and Accountability (per quarter credit hour)	$645
Education Specialist (EdS) in Curriculum, Instruction and Assessment; Early Childhood Education; Educational Technology; Educational Leadership and Administration (Non-Licensure); Reading, Literacy, and Assessment; and Special Education	$575
Doctoral Tuition (per quarter credit hour)	
Doctor of Education (EdD)	$575
Doctor of Nursing Practice (DNP)	$775[a]
Doctor of Public Health (DrPH)	$540
Doctor of Social Work (DSW)	$555
PhD in Criminal Justice	$570
PhD in Counselor Education and Supervision	$510
PhD in Education, KAM-Based (flat fee)	$4,980[b,f]
PhD in Education, Mixed-Model (flat fee)	$4,980[b,c,f]
PhD in Education, Course-Based	$645
PhD in Health Services, Course-Based	$550
PhD in Human Services, Course-Based	$570
PhD in Industrial and Organizational (I/O) Psychology	$575
PhD in Management (formerlyPhD in Applied Management and Decision Sciences), KAM-Based (flat fee)	$4,980[h]
PhD in Management (formerlyPhD in Applied Management and Decision Sciences), Mixed-Model (flat fee)	$4,980[b]
PhD in Management, Course-Based	$690 Tuition is $690/quarter credit. Any students who started prior to March 2015 will be billed at $665/quarter credit.
PhD in Nursing	$700

PhD in Psychology	$575
PhD in Psychology Professional Programs (Clinical/Counseling)	$495
PhD in Public Health	$540
PhD in Public Policy and Administration, Course-Based	$570
PhD in Public Policy and Administration, Mixed-Model	$4,835
PhD in Social Work	$555
Master's Fees	
6-Day Residency for MS in Career Counseling; MS in Marriage, Couple, and Family Counseling; MS in Clinical Mental Health Counseling,[e] MS in School Counseling (two residencies during the program);Doctor of Social Work (one residency during the program)	$1,695[d]
Doctoral Fees	
3-Day Residency	$895[d]
4-Day Residency	$1,275[d]
5-day Residency	$1,795[d]
6-Day Residency	$2,395[d]
In-Residence Supplemental Tuition	$1,875 (2 courses)
Virtual Residency	$1,375
DNP Field Experience	$775
Internship (PSYC 8882) (per quarter credit hour); 12 credits over four terms, 3 credits per term	$1,875 flat fee per term
Certificate Tuition and Fees (per quarter credit hour)	
Graduate Certificate in Criminal Justice	$470
Graduate Certificate in Government Management	$455
Graduate Certificate in Homeland Security	$455
Graduate Certificate in Nonprofit Management	$455
Graduate Certificate in Public Management and Leadership	$455
Graduate Certificate in Public Policy and Administration	$455
Graduate Certificate in Strategic Planning and Public Policy	$455
Post-Baccalaureate Certificate in Organizational Psychology and Development	$490
Post-Master's Certificate in Nursing Education	$445
Post-Master's Certificate in Nursing Informatics	$445
Post-Master's Certificate in Nursing Leadership and Management	$445
Post-Master's Online Teaching in Psychology Certificate	$575
Post-Doctoral Certificate in Assessment, Evaluation, and Accountability	$645
Post-Doctoral Bridge to Management Certificate	$690

	Tuition is $690/quarter credit. Any students who started prior to March 2015 will be billed at $665/quarter credit.
Psychology Respecialization Certificates: Educational Psychology, Forensic Psychology, General Psychology, Health Psychology, Organizational Psychology, Social Psychology	$575
Undergraduate Certificate in Homeland Security	$320
Technology Fee	$120
Support Courses[g] (per quarter course)	
A Practical Course in APA Style	$195
Advanced Reading Strategies	$195
Communications and Teamwork in a Global Society	$195
Critical Thinking and Logic	$195
Graduate Writing: Evaluative and Persuasive Composition	$195
Graduate Writing for Non-Native English Speakers	$195
Skills for Academic Integrity	$195
Succeeding on Academic and Professional Exams	$195
Writing a Literature Review	$195
Doctoral Writing Workshop: Revising and Editing the Proposal	$245
Doctoral Writing Workshop: Revising and Editing the Introduction	$245
Doctoral Writing Workshop: Revising and Editing the Literature Review	$245
Doctoral Writing Workshop: Revising and Editing the Methodology Section	$245

Notes:

[a]Includes course textbooks and materials.

[b]Program no longer accepting applications; tuition applies to current students only.

[c]For the mixed-model format, each quarter is charged at a flat rate of $4,835 per quarter (for 2014–2015) until students complete all of their Foundations, Core, and Research courses; KAMs; and their first dissertation course, EDUC 9001. Students will be charged $2,417.50 per quarter (for 2014–2015) for the remainder of their dissertation courses, EDUC 9001, until completing their program.

[d]Fee does not include travel, food, lodging, and other miscellaneous expenses. Residency fees take effect January 2015.

[e]Required for theMS andBS in Instructional Design and Technology programs only. Price subject to change. Admitted Walden students can purchase the software at this price from the Walden Computer Store, which is accessible from the myWalden page.

[f]Support courses are included in the quarterly tuition for KAM students.

Semester-Based Programs

	2014–2015 Academic Year (Rates Effective January 5, 2015)	
Teacher Preparation Program Tuition (per semester credit hour)		
Teacher Preparation Program with a Master of Arts in Teaching (MAT)	$570[a]	
Special Education (K–Age 21)	$570[a]	
Endorsement Program Tuition (per semester credit hour)		
Reading Endorsement Program	$530[a]	
Master's Tuition (per semester credit hour)		
Executive Master of Business Administration	$1,330[d] Tuition is $1330/semester credit. Any students who started prior to January 2014 will remain at $1650/semester credit.	
Master of Business Administration	$895[a]	
Master of Healthcare Administration	$690[a]	
Master of Information Systems Management	$790[a] Tuition for students enrolled prior to May 2014 start will continue to pay the rate of $835 per/credit; only new students will pay $790.	
Master of Science in Nursing (MSN)—All Core/Specialization courses	$620[a]	
MS in Accounting	$895[a]	
MS in Accounting and Management	$895[a]	
MS in Adult Learning	$680[a]	
MS in Clinical Research Administration	$805[a]	
MS in Communication	$725	
MS in Early Childhood Studies	$680[a]	
MS in Education (except Educational	$530[a]	

Leadership and Administration specialization)		
MS in Education Accelerated	$530[a]	
MS in Education for self-directed courses (Curriculum, Instruction, and Assessment; Elementary Reading and Literacy; Teacher Leadership specializations)	$80[a]	
MS in Education with a specialization in Educational Leadership and Administration (Principal Preparation Program)	$560[a]	
MS in Finance	$895	• Effective 6/9/15
MS in Health Informatics	$785	
MS in Higher Education	$680[a]	
MS in Human Resource Management	$910[a]	
MS in Information Systems	$790[a]	
MS in Information Technology	$790[a]	
MS in Instructional Design and Technology	$580[a]	
MS in Leadership	$830[a]	
MS in Management	$745[a]	
MS in Marketing	$895	
MS in Project Management	$950[a]	
Education Specialist Tuition (per semester credit hour)		
Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program	$790[a]	
Doctoral Tuition (per semester credit hour)		
Doctor of Business Administration (DBA)	$920[a]	
Doctor of Information Technology (DIT)	$920	
Residency Fees		
3-Day Residency	$895[b]	
4-Day Residency	$1,275[b]	
5-day Residency	$1,795[b]	
6-Day Residency	$2,395[b]	
In-Residence Supplemental Tuition	$1,875[b]	
Virtual Residency	$1,375[b]	

Capstone (Dissertation/Doc Study) Intensives (4-day retreats)	$2,295	
Certificate Tuition and Fees (per semester credit hour)		
Post-Baccalaureate Certificate in Instructional Design and Technology	$580[a]	
Graduate Certificate in Adult Learning	$680[a]	
Graduate Certificate in Advanced Project Management	$950[c]	
Graduate Certificate in Applied Project Management	$950[c]	
Graduate Certificate in Auditing	$895	
Graduate Certificate in Business Management	$895[a]	
Graduate Certificate in Clinical Research Administration	$805	
Graduate Certificate in College Teaching and Learning	$680[a]	
Graduate Certificate in Communication	$725	
Graduate Certificate in Curriculum, Instruction, and Assessment	$530[a]	
Graduate Certificate in Developmental Education	$680[a]	
Graduate Certificate in Digital Marketing	$895	
Graduate Certificate in Early Childhood Administration, Management, and Leadership	$680[a]	
Graduate Certificate in Early Childhood Advocacy and Public Policy	$680[a]	
Graduate Certificate in Elementary Reading and Literacy	$530[a]	
Graduate Certificate in Engaging Culturally Diverse Learners	$530[a]	
Graduate Certificate in Enrollment Management and Institutional Marketing	$680[a]	
Graduate Certificate in Human Resource Management	$910	
Graduate Certificate in Higher Education Leadership for Student Success	$680[a]	
Graduate Certificate in Information Systems	$790[a]	
Graduate Certificate in Integrating Technology in the Classroom	$530[a]	

Graduate Certificate in Leadership	$830	
Graduate Certificate in Managerial Accounting	$895	
Graduate Certificate in Mathematics 5–8	$530[a]	
Graduate Certificate in Mathematics K–6	$530[a]	
Graduate Certificate in Online Teaching for Adult Educators	$680[a]	
Graduate Certificate in Professional Development	$530[a]	
Graduate Certificate in Science, Grades K–8	$530[a]	
Graduate Certificate in Special Education	$530[a]	
Graduate Certificate in Teacher Leadership	$530[a]	
Graduate Certificate in Teaching Adults English as a Second Language	$680[a]	
Graduate Certificate in Teaching Adults in the Early Childhood Field	$680[a]	
Graduate Certificate in Teaching and Diversity in Early Childhood Education	$680[a]	
Graduate Certificate in Teaching English Language Learners	$530[a]	
Graduate Certificate in Teaching K–12 Students Online	$530[a]	
Post-Master's Certificate in Adult Education	$880[a]	
Post-Doctoral Bridge to Business Administration Certificate	$920	
Certificate Technology Fee	$160[e]	
Other Fees		
Technology Fee (per semester)	$160	
Support Courses (per semester course)		
A Practical Course in APA Style	$195	
Advanced Reading Strategies	$195	
Communications and Teamwork in a Global Society	$195	
Critical Thinking and Logic	$195	
Graduate Writing I: Evaluative Composition Skills	$195	
Graduate Writing II: Persuasive Composition Skills	$195	

Skills for Academic Integrity	$195	
Succeeding on Academic and Professional Exams	$195	
Writing a Literature Review	$195	
Doctoral Writing Workshop: Revising and Editing the Proposal	$245	
Doctoral Writing Workshop: Revising and Editing the Introduction	$245	
Doctoral Writing Workshop: Revising and Editing the Literature Review	$245	
Doctoral Writing Workshop: Revising and Editing the Methodology Section	$245	

Notes:

[a]Includes course textbooks and materials.

[b]Fee does not include travel, food, lodging, and other miscellaneous expenses. Residency fees take effect January 2015.

[c]There is no charge for MSPM 6101, which is a 1-credit course, for certificate students.

[d]Tuition for the Executive Master of Business Administration program covers the books, Technology Support Fee, hotel rooms, most meals, and an airline travel voucher for both residencies. Students will receive a $500 airline travel voucher for the leadership residency and a $1,000 airline travel voucher for the international residency. Students will be given directions to book their air travel through a pre-approved travel agency. The airline travel voucher is intended to cover the cost of airfare to and from the residencies. Any airline costs above the provided vouchers will be the responsibility of the student. Funds can only be used for purchasing a round-trip airline ticket to an approved residency; unused funds will be returned to the university. Walden will not cover any passport or visa-related fees. It is the responsibility of students to cover any fees or expenses associated with their ability to travel outside of their home country.

[e]The Technology Support Fee is included in the program fee for students in the Executive Master of Business Administration program.

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@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@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 and style editor by the end of the 7th week of the quarter they intend to finish in order to be eligible for a full tuition prorating for the following quarter.

Refund Policies

The university refunds tuition and fees according to these policies and in accordance with applicable federal regulations. Students receiving federal financial assistance will have funds

returned to the appropriate lending agencies in accordance with applicable federal guidelines. 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@waldenu.edu.

Federal Return of Title IV Funds

Students who withdraw, drop, or otherwise do not complete all of the courses that they are scheduled to attend in the term may have disbursed funds returned to the federal government. This includes students who stop engaging in academically related activities in any or all courses during the term.

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 during the term.

The following enrollment changes may trigger R2T4:
- Withdrawal to zero credits (official withdrawal through the university policy)
- Official 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 within a term, 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 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 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 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 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.

Federal regulations require the Office of Financial Aid to apply a formula established by the U.S. Department of Education, entitled "Return of Title IV Aid," (R2T4) to determine the amount of federal financial aid a student has earned as of the student's withdrawal date. The amount of the federal financial aid returned to federal aid programs is determined by the amount of time a student spends in academically related activity. After 60% of the term has passed, students have earned 100% of the federal financial aid disbursed to them.
Students withdrawing from all courses in the term prior to the completion of 60% of the quarter/semester may find that funds are owed to the university as a result of the 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.

Prior to withdrawing from all courses in the term, it is suggested that students 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 university upon the student's withdrawal.

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 non-refundable after 10 calendar days before the residency start date.

Tuition Refund Schedule*

Tuition Type	Calendar Days 0–3	Calendar Days 0–7	Calendar Days 8–14	Calendar Days 15–21	Calendar Day 22–
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		**For Domestic Residencies** 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 percent 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. **For International Residencies** 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 percent 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. **Emergencies** 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. 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 percent 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, North Dakota, or Tennessee residents. The Tuition Refund Schedules below are applicable for students residing in Maryland, North Dakota, and Tennessee, respectively.

Tuition Refund Schedule for Maryland Residents Only

Tuition Term Type	Length of Term in Days	Through Day 3 (100% refund)	Through Day 7 (100% refund)	State of MD (90% refund)	State of MD (80% refund)	State of MD (60% refund)	State of MD (40% refund)	State of MD (20% refund)
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

Tuition Type	Calendar Days 0–7	Calendar Days 8–14	Calendar Days 15–21	Calendar Day 22–56
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

Tuition Type	Length of Term in Days	Through Day 7 (100% refund)	Through 10% of Enrollment Period (75% refund)	Through 25% of Enrollment Period (25% refund)	After 25% of Enrollment Period
Full Semester (16 week)	112	Day 7	Day 8–11	Day 12–28	No Refund
Full Quarter (12 week)	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 Ombudsman Group of the U.S. Department of Education is available to help you. An ombudsman resolves disputes from a neutral, independent viewpoint. The Federal Student Aid Ombudsman will informally research a borrower's problem and suggest solutions to resolve the problem. Student borrowers can contact the U.S. Department of Education's Office of the Ombudsman:

Online assistance: http://studentaid.ed.gov/repay-loans/disputes/prepare
Toll-free telephone: 1-877-557-2575
Fax: 1-202-275-0549
Mail: U.S. Department of Education
FSA Ombudsman
830 First Street, NE
Fourth Floor
Washington, DC 20202-5144

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 United States citizen or eligible non-citizen.
- Have a high-school diploma or a GED certificate.
- Enroll in an eligible program as a regular student seeking a degree or certificate.
- Be 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 standards.
- Not be in default on any federal student loan nor owe an overpayment on a federal student grant.
- Not exceed the lifetime aggregate or annual loan limits without documentation that the debt has been reaffirmed.

Be advised that a conviction for any offense during a period of enrollment for which a student is receiving Title IV financial aid, under any federal or state law involving the possession or sale of illegal drugs, will result in the loss of eligibility for any Title IV grant, loan, or work assistance.

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 financial aid file, which includes the Master Promissory Note (MPN), entrance counseling, online Financial Aid Policy Review (FAPR) information, and all requested documents. 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 4 weeks prior to the beginning of their start date, financial aid award year, or renewal date to ensure the following deadlines are met. Students need the 4 weeks because of the potential request for documents by Walden and/or the U.S. Department of Education.

Complete the FAFSA. The Free Application for Federal Student Aid (FAFSA) should be submitted at least 4 weeks prior to the student's effective start date, financial award year, 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 2014–2015 FAFSA if you are starting your program on or after June 1, 2014.

Fill out the 2015–2016 FAFSA if you are starting your program on or after June 1, 2015.

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 on selected students. 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. If students are required to submit their tax information, they must now submit an official IRS tax return transcript if they do not use the IRS Data Retrieval Tool (DRT) successfully. Students can obtain an IRS Tax Return Transcript by: (1) Ordering a transcript online at www.irs.gov, Get Transcript of Your Tax Records; (2) calling 1-800-908-9946 to request a copy to be mailed through an automated system; (3) filling out Form 4506T-EZ www.irs.gov/pub/irs-pdf/f4506tez.pdf and mailing it to the IRS, or (4) using Smart Phone Mobile app IRS2Go.

In addition, for the 2013–2014 award year and forward, students who are randomly selected for verification may also have to provide to the Office of Financial Aid their High School

Completion Status documentation, proof of their identity, and a signed Educational Statement of Purpose.

Once the required documents are received in the Office of Financial Aid, the normal processing time is 7–14 business days.

Participation in the verification process is not optional. If students do not complete by the end of the enrollment period, they will not be able to receive federal financial assistance for that award year.

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

Beginning with the 2013–2014 award year, the U.S. Department of Education added the Unusual Enrollment History (UEH) Flag to the ISIR (Institutional Student Information Record). This flag indicates whether students have an unusual enrollment history regarding the receipt of Federal Pell Grant funds. The U.S. Department of Education enforced this process to determine if Pell Grant recipients were enrolling with the sole purpose of collecting Title IV credit balances. Beginning with the 2015–2016 FAFSA processing award year, the U.S. Department of Education will now be assigning the UEH Flag to students with an unusual enrollment history regarding the receipt of either a Pell Grant and/or Federal Direct Loan funds (not including a Direct Consolidation Loan, Perkins Loan, or a Parent PLUS Loan).

Financial Aid Deadlines

The Office of Financial Aid processes awards on a rolling basis. It is recommended that students have a complete Financial Aid Application at least 4 weeks prior to the start of a term, but students must have a complete Financial Aid Application 30 days prior to the end of the term in order for funds to be processed for that term or financial aid award year. A complete Financial Aid Application includes all documents required for the awarding and disbursing of funds. Required documents may include but are not limited to the following items:
- Proof of Social Security number
- Proof of legal name
- Proof of date of birth
- Proof of citizenship
- Proof of registration with the Selective Service
- Proof of High School Completion Status
- Official IRS tax return transcript (personal copies of tax returns are no longer acceptable)
- Copies of W-2 forms
- Documentation of Supplemental Nutrition Assistance Program (SNAP) benefits
- Documentation of child support paid

- Documentation of federal student loan default resolution
- Documentation of federal student grant overpayment resolution
- Academic records from previously attended institutions

Students must also maintain all federal aid eligibility requirements for the entire term or payment period.

New students: Award notifications will be made to admitted students with completed financial aid files. However, financial aid cannot be disbursed 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.

Financial Aid Notifications

- Direct Loan Maximums
- Federal Direct Loan Disclosure Statement and Right-to-Cancel Period

New students: Award notifications will be made 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.

The Office of Financial Aid (OFA) will continue to accept applications, offer awards, and process disbursements in the last 30 days of the term, but the OFA cannot be held responsible if funds are not able to be disbursed by the end of the term. Delays can occur that are outside of the control of the OFA. 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 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@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.

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 52 weeks and 16.5 semester credit equivalencies. 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.

Direct Loan Maximums

Undergraduate Students: Direct Loan Maximums*

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student
Year 1* (0–44 cr.)	$5,500—Only $3,500 of this amount may be in subsidized loans.	$9,500—Only $3,500 of this amount may be in subsidized loans.
Year 2* (45–89 cr.)	$6,500—Only $4,500 of this amount may be in subsidized loans.	$10,500—Only $4,500 of this amount may be in subsidized loans.
Years 3–4* (90+ cr.)	$7,500—Only $5,500 of this amount may be in subsidized loans.	$12,500—Only $5,500 of this amount may be in subsidized loans.
Lifetime Maximum Total Debt from Stafford Loans and Direct Loans (in each status)	$31,000—Only $23,000 of this amount may be in subsidized loans.	$57,500—Only $23,000 of this amount may be subsidized loans.

*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	Teacher Preparation Students or Endorsement Students Who Do Not Choose the MS Degree Option		Students Enrolled in Preparatory Courses for the Master of Science in Nursing (MSN)	
		Dependent Students	Independent Students	Dependent Students	Independent Students
Per Academic Year	$20,500	$7,500	$12,500	$7,500 *Note: Students are eligible for this loan for one consecutive 12-month period.*	$12,500 *Note: Students are eligible for this loan for one consecutive 12-month period.*
Lifetime Maximum Total Debt From Direct	$138,500 *Note: The graduate debt limit includes Stafford Loans and Direct*	$31,000	$57,500	$31,000	$57,500

Loans	*Loans received for undergraduate study.*				

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 Loan

Exit Counseling

To help students manage their student loans after graduation, federal regulations also require completion of exit loan counseling, 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
- When enrolled less than half time

Federal Student Loan Repayment Plans

Federal Direct and Stafford Loans offer seven repayment plan options. Some of the options carry a lower monthly payment than the standard repayment plan. 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 the 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 of 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 https://studentloans.gov/myDirectLoan/repaymentEstimatorLoginRedirect.action site.
1. Standard Repayment. On standard repayment, a borrower pays a fixed monthly amount for a loan term of up to 10 years, with a $50 minimum monthly payment.

2. Extended Repayment. Extended repayment is like standard repayment, but allows a loan term of 12–30 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.
3. Graduated Repayment. Graduated repayment starts off with lower monthly payments, which gradually increase every 2 years. The loan term is 12–30 years, depending on the amount borrowed. The monthly payment must be at least $25 and will amount to at least the interest accruing.
4. Income-Based Repayment. This is a new plan started in 2009 for all federal loan borrowers. Income-based repayment extends the loan term for up to 25 years and bases the monthly repayment amount on the borrower's income, 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 of time. At the end of 25 years, any remaining balance on the loan will be cancelled, and the amount cancelled is taxable.
5. Income-Contingent Repayment. This applies only to Direct Loans. Monthly payments are based on the borrower's 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 cancelled and the amount cancelled is taxable. A $5 minimum monthly payment is required.
6. Income-Sensitive Repayment. With an income-sensitive plan, the borrower's monthly loan payment is based on annual income. As income increases or decreases, so do the payments. The maximum repayment period is 10 years. Borrowers should ask their lender for more information on the Federal Family Education Loan (FFEL) Program Income-Sensitive Repayment Plans. Direct Loans are not eligible for this repayment plan.
7. Pay As You Earn. Borrowers with eligible student loans may qualify for this program, which includes a repayment based on income, interest payment benefits, limitation on capitalization of interest, and loan forgiveness, if the borrower qualifies. Borrowers should speak with their loan servicers for more information on this program.

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 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 non-federal loan servicers to ensure that students who remain enrolled maintain the in-school deferments for which they are eligible.

Walden Policy

Students who seek to defer repayment of their prior student loans and do not want to rely on the electronic exchange with the National Student Clearinghouse (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
650 S. Exeter Street, Baltimore, MD 21202

Fax: 1-410-843-6416

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 registrar's office for enrollment verification is forwarded to the National Student Clearinghouse on a weekly basis.

Federal Financial Aid Limits

Annual Loan Limits vs. Lifetime Aggregate Loan Limits

Annual Loan Limits

The federal government limits the 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 Tempo Learning® programs as 52 weeks and 16.5-semester-credit equivalencies. 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 financial aid office 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–$5,500 depending on year in school.

All graduate student loans are unsubsidized for loan periods that began on or after July 1, 2012.

Direct Unsubsidized Loans
- Undergraduate annual borrowing ranges from $5,500–$12,500 (less Direct Subsidized Loan eligibility) depending on year in school and dependency status.

- Graduate student annual borrowing maximum is $20,500.
- Graduate PLUS Loans and Parent PLUS Loans are also processed based on three terms 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. Click here for more information: http://www.ifap.ed.gov/eannouncements/051613DirectSubsidizedLoanLimit150PercentAnnounce1.html

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 Family Education (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 (NSLDA) at www.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 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

- Cancellation and Consolidation
- Deferment and Forbearance
- Repayment Plans
- Federal Direct Student Loan Deferment Forms

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 might 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.

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@waldenu.edu.

Financial Aid Programs

Other Considerations for Financial Aid

Attended Another School? Overlapping Financial Aid

Federal aid received at another institution can 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 student's 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 Walden 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 the student's start quarter/semester, subscription period, or financial aid academic year at Walden, there is an overlapping period and Walden must deduct aid received at the other institution from the student's annual eligibility at Walden. The financial aid office may ask a student to have his or her prior institution complete an Overlapping Financial Aid form to confirm the student's last date of attendance and disbursed loan amounts at the prior institution if this information is not already updated on the U.S. Department of Education's Common Origination & Disbursement (COD) website.

When processing an overlapping loan period, Walden will cap the total loan at 1/3 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 overlap. 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 for course-based programs as three, 12-week quarters or three, 16-week semesters. For Tempo Learning® programs, the annual award year is defined as 52 weeks and 16.5 semester credit equivalencies. 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 16.5 credits.

Residency Policy

Students cannot receive federal financial aid for any term for which they register only for a residency. The financial aid office reviews registrations at the start of each term and cancels federal aid for any students registered only for a residency. Students who cannot register for a regular course along with the residency 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.

Federal Programs

The U.S. Department of Education has certified Walden as being eligible to participate in federal financial aid programs, such as the Pell Grant program, the Federal Supplemental Educational Opportunity Grant (FSEOG) program, the Teacher Education Assistance for College and Higher Education (TEACH) Grant, and the Federal Direct Loan Program.

Types of Federal Aid

The following section details the policies related to financial aid programs. Federal regulations that govern the administration of federal programs are subject to change. Notification of any change will be provided to all students prior to the effective date of the new or revised policy.

- Federal 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)
- Teacher Education Assistance for College and Higher Education (TEACH) Grant

Enrollment Policy

- Enrollment Policy for Financial Aid
- Adequate Academic Progress (AAP)

- Satisfactory Academic Progress Standards
- Enrollment Examples
- Terms and Definitions

Federal Direct Loans

Federal Direct Subsidized Loans are need-based loans available only to undergraduate students. The federal government 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 after borrowers graduate, leave school, or drop below half-time enrollment where they are not required to make payments on certain federal student loans. Some federal student loans will accrue interest during the grace period, and if the interest is unpaid, it will be added to the principal balance of the loan when the repayment period begins.

Federal Direct Unsubsidized Loans are available to undergraduate and graduate students. These loans are not based on need. Students are required to pay the accruing interest while enrolled in school, unless the students arrange to postpone the interest payment by checking the appropriate box indicated on the Master Promissory Note. Students should be careful when choosing this option: It means that the interest will be capitalized (the accrued interest will be added to the principal amount), increasing the amount of the debt. The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2013 through June 30, 2014 are fixed at 3.86%.

The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2014 through June 30, 2015 are fixed at 4.66%.

The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2015 through June 30, 2016 are fixed at 4.29%.

The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2013 through June 30, 2014 are fixed at 5.41%.

The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2014 through June 30, 2015 are fixed at 6.21%.

The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2015 through June 30, 2016 are fixed at 5.84%.

Both the subsidized and the unsubsidized Direct Loans disbursed on or after December 1, 2013 through September 30, 2014 have a 1.072% origination fee.

Both the subsidized and the unsubsidized Direct Loans disbursed on or after October 1, 2014 through November 30, 2015 have a 1.073% origination 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, 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. Students are encourages 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 accessible by authorized agencies, lenders, and institutions. The student loan borrower is responsible for knowing the total amount of federal loans borrowed. A summary of an individual's federal loan debt is available via the NSLDS website (www.nslds.ed.gov/nslds_SA/).

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 http://ifap.ed.gov/dpcletters/GEN1116.html.

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, 2013 through June 30, 2014 is fixed at 6.41%, with interest beginning to accrue upon disbursement. The interest rate for Graduate PLUS loans disbursed on or after July 1, 2014 through June 30, 2015 is fixed at 7.21%, with interest beginning to accrue upon disbursement.

The interest rate for Graduate PLUS loans disbursed on or after July 1, 2015 through June 30, 2016 is fixed at 6.84%, with interest beginning to accrue upon disbursement.

Federal Direct Graduate PLUS loans disbursed on or after December 1, 2013 through September 30, 2014 have a 4.288% origination fee. Federal Direct Graduate PLUS loans disbursed on or after October 1, 2014 through November 30, 2015 have a 4.292% origination fee.

The interest rate cap is 10.5%.

Process for Students

- You must complete the Free Application for Federal Student Aid (FAFSA) (http://www.fafsa.gov/) form if one has not been submitted for the current year.
- You must complete 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 http://www.studentloans.gov/.
- The Office of Financial Aid receives Direct Graduate PLUS MPN and the Approved/Endorsed Graduate PLUS Loan Record from U.S. Department of Education (ED) and adds the Graduate PLUS award to myFinAid.
- You may go to myFinAid to accept, reduce, or decline the Graduate PLUS award amount.
- If you are 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. You can view the status of your application by logging in to www.studentloans.gov or by calling Federal Direct Loans at 1-800-848-0979.

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:
1. 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.
2. 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:
1. Sign up for a PIN number at pin.ed.gov. A PIN is required to electronically sign the endorser addendum.
2. Sign onto http://www.studentloans.gov/. This is the website where you electronically co-sign the loan.
3. Click on "Endorse Direct PLUS Loan" (fourth link down, in the center of the page).
4. 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. The interest rate for Parent PLUS loans disbursed on or after July 1, 2013 through June 30, 2014 is fixed at 6.41%, with interest beginning to accrue upon disbursement until the loan is repaid in full. The interest rate for Parent PLUS loans disbursed on or after July 1, 2014 through June 30, 2015 is fixed at 7.21%, with interest beginning to accrue upon disbursement until the loan is repaid in full.

The interest rate for Parent PLUS loans disbursed on or after July 1, 2015 through June 30, 2016 is fixed at 6.84%, with interest beginning to accrue upon disbursement until it is repaid in full.

Federal Direct Parent PLUS loans disbursed on or after December 1, 2013 through September 30, 2014 have a 4.288% origination fee.

Federal Direct Parent PLUS loans disbursed on or after October 1, 2014 through November 30, 2015 have a 4.292% origination fee.

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

- You complete the Free Application for Federal Student Aid (FAFSA) at http://www.fafsa.gov/ 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 you complete undergraduate-level Direct Loan Entrance Counseling. All forms are available online at http://www.studentloans.gov/.
- 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.
- You go to myFinAid to accept, reduce, or decline the Parent PLUS award amount.
- If you are 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 the Department of Education.

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 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 www.studentloans.gov or by calling Federal Direct Loans at 1-800-848-0979.

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:
1. 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.
2. 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:

1. Sign up for a Federal Student Aid personal identification number (PIN) at http://pin.ed.gov/. A PIN is required to electronically sign the endorser addendum.
2. Sign on to http://www.studentloans.gov/. This is the website where the endorser electronically co-signs the loan.
3. Click on "Endorse Direct PLUS Loan" (fourth link down, in the center of the page).
4. Enter the Loan Reference Number (provided by parent borrower) and follow the instructions.
5. 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 origination 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. All recipients are limited to 12 semesters (or 600%) of Pell Grant eligibility during their lifetime. 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 Department of Education's Pell Lifetime Eligibility website. Students may view their percentage of Pell Grant used by logging into NSLDS.ed.gov. The "Lifetime Eligibility Used" percentage will be displayed in the "Grants" section. The U.S. Department of Education, using a standard needs-based formula established by Congress, determines student Pell eligibility. The Pell Grant maximum for the 2014–2015 award year (July 1, 2014 to June 30, 2015) is $5,730. The maximum Federal Pell Grant for 2015–2016 (July 1, 2015 through June 30, 2016) will be $5,775.

How much students receive depends on their expected family contribution (EFC), cost of attendance, whether they are enrolled full time or part time, and whether they are attending for a full academic year or less. Students may not receive Pell Grant funds from more than one school at a time.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates 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 first be considered for FSEOG until funds are exhausted. Having a low EFC is not a guarantee that a student will receive the 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.

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 $3,708* per year to graduate students enrolled in an eligible program, as defined by Walden University. You must intend to teach full time in high-need subject areas at schools that serve students from low-income families. Recipients of a TEACH Grant must teach for at least 4 years within 8 years of completing the college program for which the TEACH Grant was awarded (if you cease enrollment, you lose eligibility). Graduate students may receive up to 2 years of grant funding for a total of $8,000. A student may not receive TEACH Grant payments concurrently from more than one school.

Students enrolled less than full time will have their TEACH Grant award reduced according to a schedule established by the U.S. Department of Education. The amount of the TEACH Grant awarded when combined with other student aid cannot exceed a student's cost of attendance. Because total financial aid received must not exceed the cost of attendance, receiving a TEACH Grant may reduce the recipient's eligibility for other sources of financial aid. The 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 you are awarded a TEACH Grant and (1) fail to complete the teaching service obligation, (2) cease enrollment in an eligible program for which the TEACH Grant was received, or (3) do not meet any other requirement as defined by the Department of Education, your grant will convert into a Federal Direct Unsubsidized Loan (Direct Unsubsidized Loan), with interest accrued from the date the grant was disbursed.

It is the student's responsibility to understand all requirements and rules for the TEACH Grant Program. Please contact finaid@waldenu.edu if you have any questions.

*A TEACH grant where the first disbursement is on or after October 1, 2014.

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

Enrollment Status	Course-Based* Graduate Students (Graduate Certificate, Master's, EdS, Doctoral, Post-Doctoral)	Undergraduate Students	Students Enrolled in Preparatory Courses for the Master of Science in Nursing (MSN)
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. 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 withdrawa 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 bursar's office 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.*

Satisfactory academic progress for all students is reviewed after each period of enrollment. Students receive written notification to their Walden University e-mail account if they are placed on *financial aid warning* status. Upon receiving this status, students have one period of enrollment to return to the standards listed below. If students do not meet these standards, they may appeal for a period of financial aid probation. If the appeal is not granted, students become 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 Academic Advisor. Such a decision may affect their financial aid status.

Minimum Standards for Federal Financial Aid

Program Type	Minimum Financial Aid Course Completion Rate (Pace)	Minimum Cumulative Financial Aid GPA	Maximum Time Frame to Receive Federal Aid
Bachelor's degree	67%	2.0	272 financial-aid-attempted credits
Master's degree	67%	3.0	20 quarters or 15 semesters
Doctoral degree	67%	3.0	32 quarters or 24 semesters
Certificate	67%	3.0	4 quarters or 6 semesters
Education Specialist	67%	3.0	20 quarters or 15 semesters
Teacher preparation (without master's-degree option)	67%	3.0	56 financial-aid-attempted credits
Endorsement (without master's-degree option)	67%	3.0	32 financial-aid-attempted credits
Preparatory coursework	67%	2.0	12 consecutive months

The following policies will apply:
- Minimum financial aid GPA is cumulative for the current program of study.
- Minimum financial aid course completion rate is calculated by dividing financial-aid-completed credits by financial-aid-attempted credits (e.g., if 40 credits are attempted, the student must have successfully completed 27 credits).
- Financial-aid-attempted and 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 financial-aid-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 timeframe.

The maximum time frame will be reset for students completing a second or further degree at Walden.

The maximum time frame for students who change programs without earning a Walden degree is cumulative for all programs attempted and is measured against the maximum time frame for the current program.

The maximum time frame excludes quarters/semesters of non-enrollment and quarters/semesters in which all courses are dropped before the start of the term or during the drop period.

Financial aid progress requirements include all terms of enrollment, including periods in which the student did not receive federal aid.

Courses that adversely impact financial aid academic progress cannot be removed from the academic transcript.

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 after a period of financial aid warning if the student successfully completes 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 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 preexisting 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.

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.

Satisfactory Academic Progress (SAP) Standards for Tempo Learning® Programs

Walden has implemented a satisfactory academic progress (SAP) policy designed to identify and assist any student who is not progressing at a pace that will allow them to complete the Tempo Learning® student program within the maximum 48-month time frame. SAP is a key measure for tracking a student's academic progress toward degree completion and is a requirement for all Tempo Learning® students, whether or not they receive federal financial aid.

SAP is measured every 26 weeks. In order to demonstrate quantitative satisfactory academic progress, a student must complete at least 50% of the full time credit equivalents attempted. Qualitative progress is demonstrated by the completion of competency credit equivalencies. At the beginning of each subscription period, students will document which competencies they plan to attempt during that term. The academic plan must include, at a minimum, the number of credit equivalencies required to complete the program in 24 months. Student progress will be measured after every 26-week SAP evaluation period is completed, which may not align with the end of a student's loan payment period. Students who fail to complete at least 50% of attempted credit equivalencies will be placed on warning for the next 26-week SAP evaluation period.

Progress will be reassessed at the end of the SAP warning/evaluation period, and if students have not returned to SAP, they will be suspended from federal financial aid eligibility (as applicable), will be exited from the Tempo Learning® modality, and may consider moving into a course-based modality. Students who have not returned to SAP will have the option to appeal for an extension of academic continuance and federal financial aid eligibility if they can demonstrate that unusual, temporary, and unexpected circumstances impacted their ability to progress at the required rate.

In addition to keeping their academic progress in line with the Walden SAP policy, students in their first subscription period must complete a minimum of two Program Competencies or be automatically dismissed from the Tempo Learning® modality. This additional first-period policy is to ensure Walden has a mechanism to quickly identify students who will not be successful in the competency based modality.

The following policies will apply:
- Qualitative progress is demonstrated by the completion of competency credit equivalencies.
- Minimum financial aid credit completion rate is calculated by dividing the completed credit equivalencies by the attempted credit equivalencies (e.g., if 16.5 credit equivalencies are attempted, the student must have successfully completed 8.25 credit equivalencies).
- Financial aid attempted and completed credit equivalencies are cumulative for the program.
- Financial aid attempted and completed credit requirements include transfer credits.
- Financial aid attempted credits include all registered credit equivalencies with the exception of credit equivalencies dropped during the drop period.
- The maximum timeframe 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 timeframe for students who change programs without earning a Walden degree is cumulative for all programs attempted and is measured against the maximum timeframe for the current program.
- The maximum timeframe includes periods of LOA.
- Financial aid progress requirements include all periods of enrollment, including periods in which the student did not receive federal aid.

Maximum Timeframe

Federal financial aid eligibility expires without probation when the student reaches the maximum timeframe or if the financial aid progress review makes it clear that the student cannot mathematically finish his or her program within the maximum timeframe.

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.

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 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 credit completion rate and maximum timeframe.

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 Timeframe: Federal financial aid eligibility expires without warning when the student reaches the maximum timeframe or if the financial aid academic progress review makes it clear that the student cannot mathematically finish the current program within the maximum timeframe.
- The maximum timeframe will be reset for students completing a second or additional degree at Walden.

- 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 timeframe for the current program.
- The maximum timeframe 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 timeframe 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 competency-competency plan for degree completion, a specification for number 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.

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, Alyssa 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.

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.

No Credit: No Credit 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 timeframe.

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 Timeframe: Federal financial aid eligibility expires without warning when the student reaches the maximum timeframe or if the financial aid academic progress review makes it clear that the student cannot mathematically finish the current program within the maximum timeframe.

The maximum timeframe will be reset for students completing a second or additional degree at Walden.

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 timeframe for the current program.

The maximum timeframe 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 eligibility for an academic program ceases as soon as all academic requirements for graduation have been met regardless of maximum timeframe 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 financial aid but remain in compliance with the academic progress standards for continuance in their program are not withdrawn from the program but must arrange for alternative payment with the 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.
See more at:
http://catalog.waldenu.edu/content.php?catoid=99&navoid=24508#sthash.B352pe7M.dpuf

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

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@waldenu.edu.

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 or 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 Web site at http://www.benefits.va.gov/gibill.

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@waldenu.edu.

Comparing Private Loans and Federal Loans

Private education loans may have significant disadvantages when compared with federal education loans. Walden strongly encourages students to first borrow any federal loans for which they may be 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
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**	Undergraduate—Direct Loan Subsidized/Unsubsidized: The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2013 through June 30, 2014 are fixed at 3.86%. The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2014 through June 30, 2015 are fixed at 4.66%. The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2013 through June 30, 2014 are fixed at 5.41%. The interest rates for graduate unsubsidized Direct Loans	Usually variable

	disbursed on or after July 1, 2014 through June 30, 2015 are fixed at 6.21%. The interest rate for PLUS/Graduate PLUS loans disbursed on or after July 1, 2013 through June 30, 2014 is fixed at 6.41%, with interest beginning to accrue upon disbursement. The interest rate for PLUS/Graduate PLUS loans disbursed on or after July 1, 2014 through June 30, 2015 is fixed at 7.21%, with interest beginning to accrue upon disbursement. The interest rates for undergraduate subsidized and unsubsidized Direct Loans disbursed on or after July 1, 2015 through June 30, 2016 are fixed at 4.29%. The interest rates for graduate unsubsidized Direct Loans disbursed on or after July 1, 2015 through June 30, 2016 are fixed at 5.84% The interest rate for PLUS/Graduate PLUS loans disbursed on or after July 1, 2015 through June 30, 2016 is fixed at 6.84%, with interest beginning to accrue upon disbursement.	
Loan Fees	Both the subsidized and the unsubsidized Direct Loans disbursed on or after December 1, 2013 through September 30, 2014 have a 1.072% origination fee. Both the subsidized and the unsubsidized Direct Loans disbursed on or after October 1, 2014 through November 30, 2015 have a 1.073% origination fee. Federal Direct PLUS/Graduate PLUS loans disbursed on or after December 1, 2013 through September 30, 2014 have a 4.288% origination fee. Federal Direct PLUS/Graduate PLUS loans disbursed on or after October 1, 2014 through November 30, 2015 have a 4.292% origination fee.	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. A resource for finding active private education loan programs is http://www.elmselect.com/Home/Index. When choosing a lender, borrowers must make sure that Walden students are eligible for the lender's loan programs.

Several points borrowers should research 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 Walden's office to certify the student's eligibility before approving the loan. If students receive financial aid, they must notify Walden's office 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 student with the document available at:

http://ifap.ed.gov/dpcletters/attachments/GEN1315Attach.pdf

Students must complete this form and return it to the lender before receiving their first disbursement of loan funds.

Third-Party Tuition Assistance

A third party may pay for a student's tuition by submitting a voucher, purchase order, or letter of credit to the bursar's office. The following information should be included:
- Student's name
- Student's identification number or Social Security number
- The term and course(s) being sponsored
- The amount of tuition the sponsor wishes to pay
- The sponsor's billing address and contact person

Higher Education Professional Development Program

Faculty or staff members at a college or university may be able to benefit from the Higher Education Professional Development Program.

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 PreK–12 level (pre-kindergarten through secondary school), in any education field (e.g., traditional school subject areas, music and the arts, technical or vocational education, remedial education) or education position (e.g., teacher, administrator, policy-maker, curriculum specialist).

Fellowship in Research and Applications for Social Change
The Fellowship in Research and Applications for Social Change was established to enable Walden instructors and graduate students to make a significant and meaningful change in academic and social communities, both locally and globally. The fellowship is awarded to applicants who submit outstanding proposals reflective of the university's mission and determination to uniquely effect positive social change worldwide.

Research Fellowship in Distance Education
The Research Fellowship in Distance Education provides funding to support faculty and student research endeavors that contribute both theoretical and applied knowledge to the growing field of distance education. This program is designed to encourage research conducted in the name of the university and to continuously improve the distance-education programs at Walden through research.

External Research Grants

Funding from external agencies (such as private foundations) is another means of deferring the costs associated with conducting research. Student researchers may contact the Office of Faculty Research and Sponsored Programs (grants@waldenu.edu), in the Center for Research Quality, to request a personal grant search by completing a Research Funding Search Form.

To be eligible for this research funding search service, students must meet all of the following criteria:
- Cumulative GPA of 3.5 or higher.
- Continuous enrollment for at least 6 months since start (matriculation) date.
- A record free of registrar and/or bursar holds.

Students are strongly encouraged to begin their search for external funds in support of their research after both the Walden Institutional Review Board (IRB) and the University Research Review (URR) have approved their thesis, dissertation, or doctoral study proposal. More detailed information about how to request a personal grant search and external funding opportunities can be found at the Walden Research Center website.

Please note that a personal grant search is a formal request for assistance in locating grant opportunities for a specific research project, not for general tuition expenses. Similarly, research grant funds obtained to support research activities cannot be used for tuition remission.

Section 6. Academic Progress and Grading Policies

- Academic Progress
- Grading

Academic Progress

- Academic Progress Benchmarks (Chart)
- Academic Warning and Dismissal
- Doctoral Candidacy
- Leave of Absence
- Master's Along the Way
- Withdrawing from the University
- Undergraduate Academic Renewal

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

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

Academic Progress Benchmarks (Chart)

Minimum Academic Progress Benchmarks and GPA Requirements Program	Benchmarks for Advancement Toward Degree Completion	Minimum GPA
Bachelor's programs	- A minimum of 3 courses per year of enrollment - Maintain an overall undergraduate GPA of 2.0 in	2.0

	classes taken at the university	
Bachelor of Science in Nursing (BSN)	• A minimum of 3 courses per year of enrollment	2.0
Graduate Certificate in: • Adult Learning • Advanced Project Management • Applied Project Management • Auditing • Business Management • College Teaching and Learning • Communication • Curriculum, Instruction, and Assessment • Developmental Education • Digital Marketing • Early Childhood Administration, Management, and Leadership • Early Childhood Advocacy and Public Policy • Elementary Reading and Literacy • Engaging Culturally Diverse Learners • Enrollment Management and Institutional Marketing • Human Resource Management • Higher Education Leadership for Student Success • Information Systems • Instructional Design • Integrating Technology in	• Continuous enrollment expected until the completion of all course requirements	3.0

the Classroom • 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 • Teaching and Diversity in Early Childhood Education • Teaching English Language Learners • Teaching K–12 Students Online		
Teacher preparation program with a Master of Arts in Teaching (MAT)	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. It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Academic Advising Team at any	3.0

	point for help and support. Candidates are expected to meet the requirements specified for each transition point in the program as described in summary below. The transition point requirements are cumulative; that is, candidates must complete all requirements in one transition point before being eligible to move on to the next transition point. Faculty members in The Richard W. Riley College of Education and Leadership will monitor candidates' academic progress on a regular basis to make sure they are making progress toward their program requirements and degree completion. A full description of the transition points may be found in the Candidate Guidebook.
	
	Transition Point One—program admission
	   1. Admission requirements met
	
	Transition Point Two
	   1. Program GPA of 3.0 or better
	   2. Successful completion of coursework
	   3. Proof of liability insurance
	   4. Preparation for licensure: Submission of completed Preferred Placement Site form
	
	Transition Point Three
	   1. Program GPA of 3.0 or better
	   2. Successful completion of coursework
	   3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale	

	4. Submission of completed "Host Teacher Evaluation"
	 5. No unresolved professional disposition concerns
	 6. Successful completion of field experience
	     Semester 2 = 22.5 hours (minimum)
	     Semester 3 = 22.5 hours (minimum)
	 7. Completed Demonstration Teaching application
	
	 Transition Point Four
	 1. Program GPA of 3.0 or better
	 2. Successful completion of coursework
	 3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale
	 4. No unresolved professional disposition concerns
	 5. Successful completion of Demonstration Teaching with a grade of C or better
	 6. All candidates admitted January 2010 and beyond must have a passing score on Walden University's adopted exam for content knowledge: Praxis II.	

Reading K–12 Endorsement	The university expects students to be continuously enrolled until the completion of all course requirements.	3.0
Special education endorsement program with an optional MS in Education with a specialization in Special Education	These transition points are specific times when candidates must meet certain program and state of Minnesota requirements in order to be recommended for endorsement.	2.75 *Note:* To be admitted to Walden University's MS in

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

Transition Point One—program admission
   1. Admission requirements met

Transition Point Two
   1. Program GPA of 2.75 or better
   2. Successful completion of coursework
   3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale
   4. Proof of liability insurance | Education with a specialization in Special Education, the cumulative GPA throughout the endorsement program must be 3.0 or better. |

	5. Preparation for licensure: Submission of completed Preferred Placement Site form
	6. Submission of completed "Host Teacher Evaluation"
	
	    Semester 1
	    Semester 2
	7. No unresolved professional disposition concerns
	8. Successful completion of field experience
	    Semester 1 = 15 hours (minimum)
	    Semester 2 = 15 hours (minimum)
	9. Completed Clinical Practicum application submitted by the 16th week of first semester
	
	Transition Point Three
	1. Program GPA of 2.75 or better
	2. Successful completion of coursework
	3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale
	4. No unresolved professional disposition concerns
	5. Successful completion of Clinical Practicum with a grade of C or higher
	6. All candidates admitted May 2010 and beyond must have a passing score on Walden	

	University's adopted exam for content knowledge: Praxis II. 7. Core Knowledge and Mild to Moderate Applications (0543), minimum score required is 153. Transition Point Four—only applicable for those candidates enrolled in MS in Education option: 1. Program GPA of 3.0 or better 2. Successful completion of coursework 3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale	
Post-Baccalaureate Certificate in Instructional Design and Technology with specializations in Instructional Design; Training and Performance Improvement; and Online Learning	• Continuous enrollment expected until the completion of all course requirements	3.0
Executive Master of Business Administration	• Continuous enrollment expected until the completion of all course requirements	3.0
Master's programs	• 3–8 courses per year of enrollment	3.0
• Master of Clinical Psychology • Master of Public Policy	• 3–6 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 A or B grade in PUBH-6005 in order to continue in the program. • If students do not earn an A	3.0

	or B in the second attempt at PUBH 6005, they will be academically dismissed from the university.		
• MS in Accounting • MS in Accounting and Management • MS in Career Counseling • MS in Communication • MS in Criminal Justice • MS in Criminal Justice Leadership and Executive Management • MS in Education with a specialization in Leadership • MS in Human Resource Management • MS in Information Systems • MS in Information Technology • MS in Management • MS in Marketing	• 3–6 courses per year of enrollment	3.0	
• MS in Finance	• Continuous enrollment expected until the completion of all course requirements.	3.0	
• MS in Education	MS in Education with Specializations in: • Curriculum, Instruction, and Assessment • Curriculum, Instruction, and Assessment—Accelerated • Professional Development • Elementary Reading and Literacy • Elementary Reading and Literacy—Accelerated	3.0	

	- Integrating Technology Into Curriculum - Adolescent Literacy and Learning - Mathematics K–6 - Mathematics 5–8 - Elementary Reading and Mathematics - Teacher Leadership - Teacher Leadership—Accelerated - Science K–8 - Mathematics and Science K–8 - Teaching English-Language Learners - Middle Level Education These transition points described below are specific times when candidates must meet certain program requirements. In addition, candidates must meet the satisfactory academic progress standards set by Walden University. It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Academic Advising Team at any point for help and support. Candidates are expected to meet the requirements specified for each transition point in the program as described in summary below. The transition point requirements are sequential; 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 students' academic progress on a regular basis to make sure they are making progress toward their program requirements and degree completion.	
	Transition Point One—program admission 1. Admission requirements met	
	Transition Point Two 1. Program GPA of 3.0 or better 2. Successful completion of coursework 3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale	
	Transition Point Three 1. Program GPA of 3.0 or better 2. Successful completion of coursework 3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale	
	Transition Point Four 1. Successful completion of all course requirements 2. Program GPA of 3.0 or better 3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale 4. Successful completion of ePortfolio	
	Academic Policies Around	

	Transition Points 1. For candidates who do not meet the required GPA by the end of Transition Points 2, 3, and/or 4, the university protocol for warning or dismissal will be followed. 2. For all major assessments, candidates must pass the major assessment in order to pass the course. If a candidate does not pass the major assessment, the candidate earns a failing grade and must repeat the entire course. 3. Candidates who do not successfully complete a course must retake the course as soon as possible.	
Post-Master's certificates	• Continuous enrollment expected until the completion of all course requirements	3.0
Education Specialist (EdS) in: • Administrator Leadership for Teaching and Learning • Adult Education • College Teaching and Learning • Curriculum, Instruction, and Professional Development • Early Childhood • Reading and Literacy Leadership • Special Education • Teacher Leadership	These transition points described below are specific times when candidates must meet certain program requirements. In addition, candidates must meet the satisfactory academic progress standards set by Walden University. These transition points are applicable for candidates admitted in May 2010 and beyond. It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Academic Advising Team at any point for help and support. Candidates are expected to meet the	3.0

	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.
	
	Below is a summary of the transition points for this program. A full description of the transition points may be found in the candidate's program-specific handbook.
	
	Transition Point One—program admission
	  1. Admission requirements met
	
	Transition Point Two—completed after the fifth course
	  1. Program GPA of 3.0 or better
	  2. Successful completion of Foundations course
	  3. Rubric score of 4 or higher on a 6-point scale on the writing assessment
	  4. Rubric score of 3 or higher on a 5-point scale on the major assessments
	
	Transition Point Three—completed after the last course
	  1. Program GPA of 3.0 or better
	  2. Rubric score of 3 or higher on a 5-point scale on the major assessments	

Education Specialist (EdS) in:	These transition points described	

• Assessment, Evaluation, and Accountability • Leadership for Social Change in Education • Educational Technology	below are specific times when candidates must meet certain program requirements. In addition, candidates must meet the satisfactory academic progress standards set by Walden University. These transition points are applicable for candidates admitted in June 2010 and beyond. It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Academic Advising Team at any point for help and support. Candidates are expected to meet the requirements specified for each transition point in the program as described in summary below. The transition point requirements are cumulative; that is, candidates must complete all requirements in one transition point before being eligible to move on to the next transition point. Faculty members in The Richard W. Riley College of Education and Leadership will monitor candidates' academic progress on a regular basis to make sure they are making progress toward their program requirements and degree completion. Below is a summary of the transition points for this program. A full description of the transition points may be found in the candidate's program-specific handbook. Transition Point One—program admission 1. Admission requirements met Transition Point Two—completed	

	after the sixth course 1. Program GPA of 3.0 or better 2. Successful completion of Foundations course 3. Rubric score of 4 or higher on a 6-point scale on the writing assessment 4. Rubric score of 3 or higher on a 5-point scale on the major assessments Transition Point Three—completed after the ninth course 1. Program GPA of 3.0 or better 2. Rubric score of 3 or higher on a 5-point scale on the major assessments Transition Point Four—completed after the last course 1. Successful completion of all course requirements 2. Program GPA of 3.0 or better 3. Rubric score of 3 or higher on a 5-point scale on the major assessments	
Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) program	These transition points are specific times when candidates must meet certain principal preparation program requirements and professional standards set by the Minnesota Board of School Administrators in order to be recommended for licensure. In addition, candidates must meet the satisfactory academic progress standards set by Walden University. It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Academic Advising Team at any point for help and support.	3.0

	Candidates are expected to meet the requirements specified for each transition point in the program as described in summary below. The transition point requirements are cumulative; that is, candidates must complete all requirements in one transition point before being eligible to move on to the next transition point. Faculty members in The Richard W. Riley College of Education and Leadership will monitor candidates' academic progress on a regular basis to make sure they are making progress toward their program requirements and degree completion. A full description of the transition points may be found in the Candidate Handbook. Transition Point One—program admission 1. Admission requirements met Transition Point Two—completed after the seventh course 1. Program GPA of 3.0 or better 2. Successful completion of coursework 3. Preparation for licensure: Submission of completed Preferred Placement Site form 4. Successful completion of major assessments with the minimum score of 3 on a 5-point scale 5. Proof of liability insurance 6. Residency One: Candidates must complete first residency by the end of the fifth course (EDUC 7203)	

	Transition Point Three—completed after the ninth course
	1. Program GPA of 3.0 or better
	2. Successful completion of coursework
	3. Successful completion of major assessments with the minimum score of 3 on a 5-point scale
	4. Successful completion of field experience, 320 hours across three levels (elementary, middle, high school)
	   • One 240-hour placement
	   • Two 40-hour placements
	5. Residency Two: Candidates must complete second residency by the end of the ninth course (EDUC 7207)
	
	Transition Point Four—completed after the 10th course
	1. Successful completion of all course requirements
	2. Successful completion of major assessments with the minimum score of 3.0 on a 5-point scale
	3. Program GPA of 3.0 or better
	4. Exit evaluation presentation completed
	5. All candidates must have a passing score on Walden University's adopted exam for content knowledge: School Leadership Licensure Assessment.	

EdD with specializations in:	These transition points described	3.0

• Administrator Leadership for Teaching and Learning • Adult Education • College Teaching and Learning • Curriculum, Instruction, and Assessment • Early Childhood • Higher Education Leadership • Reading and Literacy Leadership • Special Education • Teacher Leadership	below are specific times when candidates must meet certain program requirements. In addition, candidates must meet the satisfactory academic progress standards set by Walden University. These transition points are applicable for candidates admitted in May 2010 and beyond. It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Academic Advising Team at any point for help and support. Candidates are expected to meet the requirements specified for each transition point in the program as described in summary below. The transition point requirements are cumulative; that is, candidates must complete all requirements in one transition point before being eligible to move on to the next transition point. Faculty members in The Richard W. Riley College of Education and Leadership will monitor candidates' academic progress on a regular basis to make sure they are making progress toward their program requirements and degree completion. Below is a summary of the transition points for this program. A full description of the transition points may be found in the candidate's program-specific handbook. Transition Point One—program admission 1. Admission requirements met Transition Point Two—completed after the sixth course	

| | 1. Program GPA of 3.0 or better
2. Successful completion of Foundations course
3. Rubric score of 4 or higher on a 6-point scale on the writing assessment
4. Rubric score of 3 or higher on a 5-point scale on the major assessments
5. Completion of residency by end of year 2
6. Completion of the EdD Doctoral Study Chair Assignment Form for doctoral chair and committee assignment

Transition Point Three—completed after the eighth course
1. Program GPA of 3.0 or better
2. Successful completion of coursework
3. Rubric score of 3 or higher on a 5-point scale on the major assessments
4. Completed prospectus with score of 3 or higher on a 5-point scale
5. Consensus on the proposal rubric by the committee for the projects study with a score of 3 or higher on a 5-point scale
6. Approved URR rubric for proposal with a score of 3 or higher on a 5-point scale
7. Completion of proposal oral
8. Completion of IRB training and certification
9. IRB approval | |

	Transition Point Four—completed after the last course 1. Program GPA of 3.0 or higher 2. Rubric score of 3 or higher on a 5-point scale on the major assessments 3. Consensus on the final rubric by the committee for the project study with a score of 3 or higher on a 5-point scale 4. Approved URR rubric for final project study with a rubric score of 3 or higher on a 5-point scale 5. Approved Form & Style review following completion by the candidate of any required revisions 6. Completion of final oral defense 7. Final URR approval following completion by the candidate of any required revisions 8. Abstract approved by the Chief Academic Officer following completion by the candidate of any required revisions 9. Candidate submits project study for approval to publish	
Doctor of Business Administration (DBA)	• Foundation course (DDBA 8005) within first semester of enrollment • Residency 1 within 90 calendar days of completion	3.0

	of DDBA 8005 • Residency 2 attended within 90 calendar days of completion of the specialization sequence • 8 total units of residency required • Completion of coursework and doctoral study according to course sequence and individual course requirements	
Doctor of Information Technology (DIT)	• Foundation course (ITEC 8000) within first semester of enrollment • Residency 1 within 90 calendar days of completion of ITEC 8000 • Residency 2 attended within 90 calendar days of completion of the seminar courses • 8 total units of residency required • Completion of coursework and doctoral study according to course sequence and individual course requirements	3.0
Doctor of Nursing Practice (DNP)	• A minimum of 3 courses per year of enrollment	3.0
KAM-based PhD programs (except PhD in Education)	• Foundation course (AMDS 8008, HLTH 8008, or HUMN 8008) within first quarter of enrollment • Residency 1 within 90 calendar days of completion of Foundation course • First KAM within 1 year (4	3.0

	full quarters) of completion of Foundation course, then one KAM per remaining year of enrollment • RSCH 8100 in second quarter of enrollment in program. Prerequisite for RSCH 8100 is successful completion of Foundation course • Residency 2 linked to enrollment in or completion of RSCH 8100	
KAM-/Course-based PhD programs (except PhD in Education)	• 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 8100 in second quarter of enrollment in program. Prerequisite for RSCH 8100 is successful completion of Foundation course • First KAM within 1 year (4 full quarters) of completion of Foundation course, then one KAM per remaining year of enrollment (applies to the 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 8100	3.0

Course-based PhD programs (except PhD in Education)	• Foundation course (COUN 8001, HUMN 8000, PPPA 8000, PSYC 8000, or PUBH 8101) within first quarter of enrollment • Residency 1 within 90 calendar days of completion of Foundation course • 5 credit-bearing courses per year of enrollment • Residency 2 linked to enrollment in or completion of RSCH 8100	3.0
PhD in Education (all specializations)	These transition points described below are specific times when candidates must meet certain program requirements. In addition, candidates must meet the satisfactory academic progress standards set by Walden University. These transition points are applicable for candidates admitted December 2010 and beyond (September 2010 and beyond for PhD in Education with a specialization in Leadership, Policy, and Change). It is the responsibility of candidates to manage their own progress through these transition points. Candidates should contact the Academic Advising Team at any point for help and support. Candidates are expected to meet the requirements specified for each transition point in the program as described in the 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	3.0

	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.
	
	Below is a summary of transition points for this program.
	
	Transition Point One—program admission
	   1. Admission requirements met
	
	Transition Point Two
	   1. Program GPA of 3.0 or better
	   2. Successful completion of foundations course and RSCH 8100
	   3. Rubric score of 4 or higher on a 6-point scale on the writing assessment
	   4. Rubric score of 3 or higher on a 5-point scale on the major assessments
	   5. Completion of residency 1 by end of year 1
	
	Transition Point Three
	   1. Program GPA of 3.0 or better
	   2. Rubric score of 3 or higher on a 5-point scale on the major assessments
	   3. Completion of residencies 2, 3, and 4 by end of year 4
	   4. Successful completion of the remaining core research courses (RSCH 8200 and RSCH 8300).
	   5. Successful completion of	

	core courses and/or core KAMs Transition Point Four 1. Program GPA of 3.0 or better 2. Successful completion of the specialized KAMS or courses 3. Successful completion of the advanced research course 4. Approved prospectus with a rubric score of 3 or higher on a 5-point scale 5. Completion of proposal oral with a score of 3 or higher on a 5-point scale 6. IRB approval of proposal 7. Approved Form and Style review 8. Oral defense of dissertation with a score of 4 or higher on a 5-point scale 9. Final URR approval 10. Abstract approved by the chief academic officer 11. Successful completion of Dissertation	
Post-Doctoral Bridge Certificates	• Continuous enrollment expected until the completion of all course requirements	3.0
Post-Doctoral Certificate in Assessment, Evaluation, and Accountability	• The university expects students to be continuously enrolled until the completion of all course requirements.	3.0

First-Year PhD Academic Benchmarks and Progress Standards

KAM-Based PhD Programs

Academic Progress Benchmark	Timeline

Foundation course: AMDS 8008, EDUC 8008, HLTH 8008, HUMN 8008	Within first quarter of enrollment
Professional Development Plan/program of study	Within first quarter of enrollment
Initial Learning Agreement	Within first quarter of enrollment
Residency 1 requirement	Within 90 calendar days of completion of Foundation course
RSCH 8100 - Research Theory, Design, and Methods (4 cr.)	In second quarter of enrollment in program
Initial KAM	Within 1 year (4 full quarters) of completion of Foundation course

KAM/Course-Based PhD Programs/Specializations

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

Course-Based PhD Programs

Academic Progress Benchmark	Timeline
Foundation course (HUMN 8000, PPPA 8000, PSYC 8000, or PUBH 8101) within first quarter of enrollment	Within first quarter of enrollment
Professional Development Plan/program of study	Within first quarter of enrollment
Residency 1 requirement	Within 90 calendar days of completion of Foundation course
Successful completion of 5 credit-bearing Walden courses with a GPA of 3.0 or higher	Within 1 year (4 full quarters) of enrollment

Academic Warning and Dismissal

Academic Warning

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 associate dean confirming their dismissal and the grounds for this determination.

Students who receive an academic dismissal and are eligible for readmission may be readmitted to the university after 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.

Global Education Network Exchange Courses

Courses taken at another institution as part of the Global Education Network Exchange (GENEX) are subject to the same academic progress standards as described above. GENEX 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 GENEX course. GENEX 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

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.

Requesting a Leave of Absence

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 may 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.

Adjusting Grades During a Leave of Absence

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

- Students whose leave of absence begins before or on the last day to withdraw from classes will receive a grade of W (Withdraw) for all course registrations in that term.
- Students whose leave of absence begins after this deadline will receive grades based on the coursework they completed up until the time the leave starts, for each course for which they had been registered in the term.
- A grade of I (Incomplete) may be awarded if the leave of absence does not exceed 60 calendar days, provided that other conditions related to the award of an I are met (see Grades of Incomplete in the Grading section of the Walden University Student Handbook).

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

Returning to the Academic Program Following a Leave of Absence

Students should notify the Academic Advising Team in writing of their desire to return from a leave of absence at least 15 calendar days prior to their intended start date. The Academic Advising Team will notify the registrar's office of the student's intent to return. The registrar's office will in turn 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, academic 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. Please see Financial Aid 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 chapter of this Walden University Student Handbook contains information about how a leave of absence may affect a student's financial aid.

Students needing time away from their studies to relocate (Permanent Change of Station–PCS) or those who are assigned to temporary duty (Temporary Duty Assignment–TDY; Temporary

Assignment of Duty–TAD) need only request a standard leave of absence (see the Regular Leave of Absence section of this Walden University Student Handbook).

Military Leave of Absence

Requesting a Military Leave of Absence

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

Students must contact a member of the Academic Advising Team to request the MLOA and forward a copy of their military orders to Walden's Military Services Office for authentication. The e-mail address is military@waldenu.edu. Students who have yet to receive orders need to provide a memo from their commanding officer supporting the request for the MLOA.

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

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence. Students receiving benefits under 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 Academic 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.

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 Academic 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 section of the Walden University Student Handbook.

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 requesting a university withdrawal must contact a member of the Academic Advising Team for course-based programs to verify that the university has done everything it can to assist them in continuing their studies.

Phone requests, failure to participate in coursework, and/or notification to the course instructor 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 Academic 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 based on the withdrawal request form. The withdrawal date is recorded in the university student records system, and 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 Academic Advising Team to request a withdrawal as soon as the student stops attending classes with the

intent to officially withdrawal 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 Academic Advising Team. Students must submit a university withdrawal request form, which can be found in Registrar Forms or through their myWalden university portal.

Course Grades and Official Withdrawal From the University

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

Administrative Withdrawal

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

Class Participation Requirement

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

Undergraduate Academic Renewal

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

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

Academic Renewal Policies

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

- Students will lose all credits and grades for all of the courses in the selected term(s), not just failed courses.
- None of the courses in the selected term(s) will count for GPA calculation, degree requirements or graduation requirements.
- These courses are not removed from the academic record; students' transcripts will continue to reflect the actual courses and grades. A notation on the transcript will indicate that academic renewal has been granted.

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

Qualifying for Academic Renewal

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

1. Students must have completed the coursework in the terms selected for academic renewal at least 2 years prior to the term(s) in which they submit the request for academic renewal.
2. Students must apply for academic renewal when they seek readmission to Walden.
3. Students must discuss with the Academic Advising Team if this is an appropriate choice.
4. Following the term(s) for which academic renewal is sought and before being granted academic renewal, students must successfully complete three courses with a minimum GPA of 2.50 as a non-degree student at the university and be in all other respects in good standing as a Walden student.
5. Excluding the coursework in the selected terms for which academic renewal is sought, students must have successfully completed at least 67 percent of the cumulative courses in which they have enrolled.
6. The term(s) for which academic renewal is sought must be consecutive.

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

time; this policy is not eligible for appeal.

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

Additional Information

Additional information about academic renewal includes the following:

Financial Aid

- Students enrolled as non-degree students cannot be awarded financial aid.
- Courses subject to academic renewal will still be considered when determining satisfactory academic progress course completion rate for financial aid purposes.

Transfer

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

Grading

- Auditing Policy
- 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
A	4.0	Superior	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation

			criteria for the course as specified in the syllabus; and submitted superior quality work.
B	3.0	Above Average	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted satisfactory quality work.
C C*	2.0	Average	Student met the majority of participation requirements; completed most assignments, group projects, and papers; and met the majority of evaluation criteria for the course as specified in the syllabus.
D	1.0	Marginal	Student met minimal participation requirements; completed some assignments, group projects, and papers; and met minimal evaluation criteria for the course as specified in the syllabus.
F	0.0	Fail	Student did not meet the criteria for a passing grade.
S†	0.0	Satisfactory	Student passed the course satisfactorily.†
I		Incomplete	Incomplete grades can be granted only to students who have already met the minimum criteria for active weekly participation in a course (including weekly postings in online courses) and have completed at least 80% of the rest of the coursework. Incompletes can be awarded where, due to extenuating circumstances, a student has not been able to complete all course requirements within the term, including but not limited to written assignments, group projects, and research papers, as applicable. All incomplete grades are awarded at the discretion of the course instructor.
NC		No Credit	Administrative assignment only.
CIP		In Progress	Student is in the process of completing a course.
AU		Audit	Registration status allowing students to attend a course without receiving credit.
TR		Transfer	Student transfers in credits from another institution.
U†	0.0	Unsatisfactory	Student did not meet the criteria for an S grade.†
W	0.0	Withdrawal	Student withdrew from a course after the official drop date but prior to the official withdrawal deadline.

Note: Letter grade C* pertains to Accelerate Into Master's (AIM) courses only.

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

Graduate Grades That Count Toward Credits Attempted

Letter Grade*	Point Value	Definition	Criteria
A	4.0	Superior	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted superior quality work.
B	3.0	Satisfactory	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted satisfactory quality work.
C	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. (C– will not count for credit.)
F	0.0	Fail	Student did not meet the criteria for a passing grade.
S†	0.0	Satisfactory	Student passed the course satisfactorily.†
I		Incomplete	Incomplete grades can be granted only to students who have already met the minimum criteria for active weekly participation in a course (including weekly postings in online courses) and have completed at least 80% of the rest of the coursework. Incompletes can be awarded where, due to extenuating circumstances, a student has not been able to complete all course requirements within the term, including but not limited to written assignments, group projects, and research papers, as applicable. All incomplete grades are awarded at the discretion of the course instructor.
NC		No Credit	Administrative assignment only.
CIP		In Progress	Student is in the process of completing a course.
AU		Audit	Registration status allowing students to attend a course without receiving credit.
TR		Transfer	Student transfers in credits from another institution.
U†	0.0	Unsatisfactory	Student did not meet the criteria for an S grade.†
W	0.0	Withdrawal	Student withdrew from a course after the official drop date but prior to the official withdrawal deadline.

†Satisfactory/Unsatisfactory grades are limited to the following:
- Non-credit courses
- Foundations courses
- Foundation Research Sequence seminars and courses
- Practicum and internship courses

- Thesis, ePortfolio, dissertation, and doctoral study courses
- Research Forum
- Residency
- Writing Intensive

Grades That Do Not Count Toward Credits Attempted

The letter grades below do not count toward credits attempted; however, for federal financial aid purposes, these grades do count toward satisfactory academic progress. Please see the Financial Aid Programs section of this Walden University Student Handbook for additional information.

Letter Grade	Definition	Criteria
AU	Audit	Registration status allowing students to attend a course without receiving credit.

Bachelor's-Level Course Participation Policy

Participation requirements in all bachelor's-level courses are contained in the syllabus. Postings to the course's online discussion board may be required 2–5 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.

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. 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 8 ½" x 11".

If a student has an outstanding financial obligation to the university, his/her transcripts and diploma/certificate will not be released, either to the student or to a third party.

For questions regarding graduation or diplomas/certificates, please e-mail graduation@waldenu.edu.

For questions regarding graduation applications, please e-mail graduationapps@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 an external 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 award from a previous external 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 between June 16, 2014 and January 8, 2015 are eligible to attend the winter ceremony on January 31, 2015 in Orlando; students who have their degrees conferred after January 8 are eligible to attend the summer ceremony on July 11, 2015 at National Harbor, in Washington, DC.

Students can find more information on Walden's Commencement website at www.myWaldenAlumni.com/commencement. Invitations to the ceremony are sent via email to eligible graduates during an open registration period, and your 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 or calling their dedicated Walden line at 1-800-854-7464.

For more information, students can send an e-mail to commencement@waldenu.edu or call 1-877-235-3561.

Grade Appeal

A grade appeal is an appeal that is limited to reconsideration of a final grade in a course. The criteria for reconsideration is limited to one of the following:
- There was a mathematical error in the calculation of the final grade.
- The grade was determined in a manner that differed from the grade calculation formula in the course syllabus.
- The grade was determined in a manner sufficiently egregious to warrant review by others (rare).

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

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

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

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

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

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 percent of the rest of the coursework, including discussions and assignments, prior to the last day of classes.

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

Grade Point Average

Graduate Students

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

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

Undergraduate Students

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

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

Calculating GPA

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

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

Exceptions: Students who graduated on or before May 24, 2009
- Will not have the program GPA included on their transcripts. Graduates in this category may find their GPA below their final term of enrollment in the validated program.
- And who return to the university in a second program of the same level as the initial program will not have a separate program GPA reflected on their transcript for the initial program.

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

Grades Used to Calculate GPA and Included on Transcript

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

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
- EDUC 8081 - Completing the Prospectus
- EDUC 8900 - Dissertation Companion
- ITEC 8100 - Doctoral Study Mentoring
- MGMT 8100 - Dissertation Mentoring
- NURS 8700 - DNP Project Mentoring

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 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
- EDUC 8090 - Doctoral Study Intensive
- EDUC 9001 and EDUC 9002 - Dissertation
- HLTH 9001 - Health Services Dissertation
- HUMN 9001 - 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 - Public Health Capstone
- 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 may repeat a course two times for a total of three attempts. Provided undergraduate students meet academic progress standards as identified in the Academic Progress Benchmarks (Chart) section of the Walden Handbook, they will not be academically dismissed for failing a course twice, even if that course is required for their program. 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.

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

For complete details, refer to the Request for Official Transcript form. There is a charge for an official transcript. Transcript requests are processed daily; however, during peak periods, requests may take 10–14 calendar days to process. For faster delivery, students may request overnight mailing service for a fee.

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

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 Academic 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 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. Students can also consult the Faculty Expertise Directory (FED) to assist in finding an appropriate KAM
- 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 associate dean or the associate dean's designee.
- Exceptions to these policies are at the discretion of program leadership.

Learning Agreements and KAMs may be reviewed by the associate 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 "Submit LAs and KAMs" assignment 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 and should check the Faculty Expertise Directory for instructor profiles. 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 Writing Center http://writingcenter.waldenu.edu/395.htm.

1. 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 "Submit LAs and KAMs" area of the Research Forum (if the assessor is also the student's faculty mentor) or as an e-mail attachment.
2. An assessor is allowed 10 business days to evaluate a KAM demonstration from the time of its receipt.
3. 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.
4. Students revise their draft KAM demonstrations as needed and resubmit the KAM demonstrations to their assessor.
5. If substantive changes have occurred to the approved Learning Agreement while a student has been working on the KAM demonstration, then at the same time that the final KAM demonstration is submitted, the student must also submit a revised Learning Agreement.
6. 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.
7. If the assessor approves the student's KAM demonstration, the assessor submits the rubric and the completed KAM indicating approval via the KAMs tab in the Faculty Portal. A copy of the approval is sent to the assessor, the faculty mentor, and the student.

8. 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 Academic Advising to verify that KAM credit has been applied to their transcript and degree audit.

KAM Grades and Credit Award

Doctoral students in a KAM-based or mixed-model program are continuously registered for SBSF 7100 - Research Forum or EDUC 8800 - Research Forum for the duration of their program. Each course is assigned to a faculty mentor, who is responsible for submitting course grades. At the beginning of each quarter, the students, together with their mentors, make plans for the academic accomplishments and progress for that quarter. At the end of the quarter, the mentors provide students a grade for SBSF 7100 or EDUC 8800 based on those plans. Students can receive a grade of S (Satisfactory) or U (Unsatisfactory).

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

Upon completion of an entire KAM, students receiving a grade of S are awarded the appropriate number of credits. While SBSF 7100 or EDUC 8800 grades are transcripted and 6 credit hours are earned each quarter, the credits do not count toward the total credits needed to graduate. Students receiving two consecutive Unsatisfactory grades for SBSF 7100 or EDUC 8800 will be reviewed by the associate dean (or designee) for approval to continue in the program.

Repeating a KAM Demonstration

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

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 Writing Center website: http://writingcenter.waldenu.edu/393.htm.
- 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 "Submit LAs and KAMs" assignment 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 KAMs tab on the Faculty Portal. 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, either SBSF 7100 or EDUC 8800 (in The Richard W. Riley College of Education and Leadership), 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 Quarter 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
- Transition Points
- 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 academic advisors and student support staff. They also provide a foundation on which students can progress through the process of completing the research degree by developing scholarly research and professional skills that reflect the university's mission of positive social change.

The following core goals guide the student experience during residencies:

- Socialization into degree program expectations and the professional community
- Development of graduate research skills
- Promotion of scholarship and professional skills
- Discussion of the role that scholarly research and professional skills can play in the university's mission of positive social change

The following programs have the following residences:
- Master of Social Work (MSW) students attend two 4-day residencies.
- MS in Addiction Counseling students attend two 6-day residencies.
- MS in Career Counseling students attend two 6-day residencies.
- MS in Marriage, Couple, and Family Counseling students attend two 6-day residencies.
- MS in Mental Health Counseling students attend two 6-day residences.
- MS in School Counseling students attend two 6-day residences.
- Doctor of Business Administration (DBA) students are required to attend two 4-day residencies.
- Doctor of Health Administration (DHA) students are required to attend two 4-day residencies.
- Doctor of Information Technology (DIT) students are required to attend two 4-day residencies.
- Doctor of Public Health (DrPH) students are required to attend two 4-day residencies.
- Doctor of Social Work (DSW) students are required to attend one 6-day residency.
- EdD students attend one 3-day residency during the first year of their program.
- PhD students fulfill their 16-day residency requirement by participating in four 4-day residencies (about one a year) aligned with their academic progress.
  - PhD students may fulfill 8 of their 16 -day residency requirements by participating in Residency 2 and Residency 4 virtual residencies aligned with their academic progress.
    o PhD students must have fulfilled the Residency 1 and/or Residency 3 requirement.
    o Residency 1 and 3 must be completed through the face-to-face residency.
    o Eligible PhD students must be participating in a four-part residency model. Students currently enrolled in the PhD in Counselor Education and Supervision program or those required to complete an Academic Year in Residence are not eligible to attend virtual residencies.
- PhD students may fulfill 4 of their 16-day residency requirements by attending a Dissertation Intensive in place of Residency 4.
- PhD students in Counselor Education and Supervision fulfill their residency requirement by participating in one 4-day and two 7-day residencies aligned with their academic progress.
- PhD students in the Clinical Psychology and Counseling Psychology specializations have additional residency requirements.

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.

Residency Descriptions, Learning Outcomes, and Session Abstracts

Doctoral Level

- Doctor of Business Administration (DBA) Residencies
- Doctor of Healthcare Administration (DHA) Residencies
- Doctor of Information Technology (DIT) Residencies
- Doctor of Public Health Residencies
- Doctor of Social Work (DSW) Residencies
- EdD Residencies
- PhD in Counselor Education and Supervision Residencies
- PhD Residencies
- School of Psychology Academic Year in Residence

Master's Level

- MS in Addiction Counseling Residencies
- MS in Career 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 at http://residencies.waldenu.edu.

Doctor of Business Administration (DBA) Residencies

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

At the first residency, students interact with one other and with program faculty members, building their networks and reinforcing their identities as members of the Walden 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 students in the completion of the doctoral study proposal and the doctoral study. In addition to presentations on current topics in business administration, students participate in sessions on doctoral study success strategies. Both residencies include peer mentoring, as well as one-on-one sessions with faculty members, and representatives from the Center for Student Success, Center for Research Quality, academic advisors, and student support staff.

Descriptions

Residency 1

Residency 1 orients students to the program, providing a program overview and discussions relating to their doctoral study capstone project. Students have the opportunity to meet with peers, faculty members, and academic and other staff advisors.
- Timing: Can be completed as soon as students begin their program; should be taken within 90 days of completion of the Foundations course (DDBA 8005).
- Format: Seminars and college colloquia.

Residency 2

Residency 2 focuses on strategies to help students with the completion of their doctoral study and capstone project.
- Timing: To be taken just prior to the start (or during the beginning stages) of the doctoral study project.
- Format: Seminars and college colloquia.

Learning Outcomes

At the end of the residencies, students will be able to:
1. Understand program requirements and expectations.
2. Understand the steps to take for program completion.
3. Establish a potential network with other students.
4. Exchange ideas with faculty.
5. Understand the mentor/chair/student relationship.
6. Draft a research problem dealing with social change.

7. Understand research designs and methodologies common in chosen field.
8. Access current literature in chosen field.
9. Understand the role research plays in social change.
10. Communicate learning and research interests to others.
11. Present academic work.

Residency Session Abstracts—DBA

Academic Advisor Session
Open Forum: Question and Answer
This session, led by academic 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 Academic Advising Team, or the Center for Research Quality. Faculty members and the Academic 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 Student Support 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 Information Technology (DIT) Residencies

Descriptions

Residency 1

Residency 1 orients students to the program, providing a program overview and discussions relating to their doctoral study capstone project. Students will have the opportunity to meet with peers, faculty members, and academic and other staff advisors.
- Timing: Can be completed as soon as students begin their program; should be taken within 90 days of completion of the Foundations course.
- Format: Seminars and college colloquia.

Residency 2

Residency 2 focuses on strategies to help students with the completion of their doctoral study capstone project.
- Timing: To be taken during either the students' Research Methodology courses or their Seminar courses.
- Format: Seminars and college colloquia.

Learning Outcomes

Residency 1

At the end of this residency, students will be able to:
1. Describe program expectations and requirements.
2. Demonstrate competency in critical-thinking skills required of a doctoral student in chosen discipline.
3. Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in chosen discipline.
4. Engage university support services to contribute to the successful completion of the doctoral study and doctoral degree.
5. Differentiate between dissertation and doctoral study.

6. Engage with faculty members and student colleagues to formulate appropriate research questions to be pursued in the doctoral study process.
7. Analyze research studies that have the potential to contribute to positive social change.
8. Engage in peer review to receive and provide critical feedback to shape the doctoral study proposal.

Residency 2

1. Demonstrate competency in critical-thinking skills required of a doctoral student in chosen discipline.
2. Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in chosen discipline.
3. Engage university support services to contribute to the successful completion of the doctoral study and doctoral degree.
4. 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.
5. Engage in peer review to receive and provide critical feedback to shape the doctoral study proposal.
6. Design quantitative and qualitative data collection and analysis approaches to solve chosen discipline problems.
7. Design a plan for research dissemination within the organization or in the field.

Residency Session Abstracts—DIT

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 Academic Advising Team, or the Center for Research Support. Faculty members and the Academic 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 Student Support Team.

Academic Advising Session
Open Forum: Question and Answer
Appropriate for all students
This session, led by academic 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 Social Work (DSW) Residencies

Residency 1

The Doctor of Social Work (DSW) residency provides an opportunity for students to interact with their peers and faculty as well as to expand their clinical skills and create strategies for developing their action research projects. These experiences are designed to enhance both their

development as a social work clinician and a scholar-practitioner so that they can create positive social change.

- Timing: DSW students will participate in their residency in their 6th quarter in conjunction with the Clinical Seminar II course. Students must complete their DSW residency before they begin their action research project.
- Format: Seminars, small groups, and co-teaching with doctoral level faculty.

Learning Outcomes

Residency 1

At the end of the residency, students will be able to:
1. Develop the skills necessary to address social problems and needs of various social groups.
2. Summarize the role of action research in addressing social problems.
3. Develop effective prevention and intervention strategies.
4. Examine the history of the social work profession and its relevance to current practice.
5. Critically examine literature related to the etiology of social problems.
6. Develop the ability to be an advocacy leader in the social work profession.
7. Relate cultural factors to clinical social work practice.
8. Apply social work values and ethics.

Residency Session Abstracts—DSW

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.

EdD Residencies

The EdD program requires students to attend one 3-day residency. There is also an optional advanced residency program offered.

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

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

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

Descriptions

Residency 1

The EdD residency focuses on how to design and implement a doctoral study.
- Timing: Recommended during the students' 1st year; required prior to the end of the students' 2nd year.
- Format: Large-group colloquia and critical skills seminars.

Advanced Residency—Optional

Students have the opportunity of attending an advanced residency if they are in Semester 5 or later of their program, including if they are enrolled in their EDUC 8080 and 8090 semesters. Sessions in the advanced residency focus on aligning the doctoral study's problem statement with its purpose, methodology, data collection instruments, and analysis.

Learning Outcomes

At the end of Residency 1, students will be able to:
1. Engage faculty and peers in discourse that contributes to the collective advancement of scholarship.
2. Conceptualize and design doctoral project studies that reflect doctoral level thinking and have the potential to contribute to positive social change.
3. Articulate how to implement the program's scope and sequence to meet the particular program's requirements and expectations.

4. Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts.

At the end of the optional advanced residency, students will be able to:

1. Collaborate with faculty and peers to advance project study completion.
2. Apply appropriate research design to project study.
3. Critically review the project study proposal, including results that follow from data collection and analysis.
4. Demonstrate the ability to effectively communicate with others in a variety of settings.

Residency Session Abstracts—EdD

Advising
You may sign up for faculty and academic 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 an academic 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 academic 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.

PhD in Counselor Education and Supervision Residencies

Residency 1—Socialization (4 days)

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

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.
* Timing: Can be completed as soon as students begin their program; should be taken within 90 days of completion of the Foundations course (within the first 2 quarters of the program).

- Format: Orientation, colloquia on professional identity, team building, and scholarly writing.

Residency 2—Research Methods: Advanced Clinical Skills Residency (8 days)

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 be held for 8 days and will be completed between the 3rd and 5th quarters of study. This residency will include specific workshops focused on quantitative and qualitative research design, refereed journal publication, the dissertation processes at Walden, social change and research, dissertation committee selection, and professional presenting.

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.
- Timing: To be completed after COUN 8125 and RSCH 8100 and between the 3rd and 5th quarters of study.
- Format: Prospectus writing and professional presentations.

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

Residency 3—Prospectus and Proposal (8 days)

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 8-day 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.

- Timing: To be completed after COUN 8135, RSCH 8200, and RSCH 8300 and by the end of the 3rd year.
- Format: Supervised teaching, course development, and clinical supervision experience.

Learning Outcomes

At the end of these residencies, students will be able to:
1. Use critical-thinking skills expected of doctoral students.
2. Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in their discipline.
3. Use university support services to contribute to the successful completion of the dissertation and doctoral degree.
4. Analyze research ideas through engagement with faculty members and student colleagues to formulate appropriate research questions to be pursued in the doctoral dissertation.
5. Conceptualize, design, and execute dissertation research studies that reflect doctoral level thinking and have the potential to contribute to positive social change.

6. Conduct peer review to receive and provide critical feedback to shape the dissertation proposal and results that follow from the data analysis.
7. 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.
8. Articulate and demonstrate competency in professional practice skills required by student's discipline.
9. Write a plan for research dissemination (e.g., peer-reviewed journal article, conference presentation, book, workplace settings, or other venues).
10. Identify strategies for continued professional development as scholar-practitioners.

PhD in Counselor Education and Supervision 1

Residency Session Abstracts—PhD in Counselor Education and Supervision

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.

PhD Residencies

PhD residencies follow a sequence designed specifically to match students' academic progress, as outlined below.

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

PhD residencies are face-to-face or virtual learning experiences that provide students with the opportunity to collaborate and network with other Walden students, staff, and faculty members. Face-to-face residencies are held throughout the year in various locations around the United States and, for certain programs, in international locations, while virtual residencies are hosted online for eligible PhD students.

Students are eligible for the PhD Virtual Residency Option if they are:
- PhD students participating in a four-residency model.
- PhD students 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 students who are not in a program requiring the Academic Year in Residence and are not in the PhD in Counselor Education and Supervision program.

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.
- Timing: As soon as students enroll in their program.
- Format: Orientation; colloquia on professional identity, team building, and scholarly writing.

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.
- Timing: Within 18 months of the students' start date or linked to the students' registration for or completion of their first research course.
- Format: Dissertation and research skills, professional development activities.

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.

- Timing: By the end of the 3rd year.
- Format: Prospectus writing and dissertation processes.

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.
- Timing: During the 3rd year and beyond.
- Format: Advanced dissertation skills.

Learning Outcomes

At the end of these residencies, students will be able to:
1. Use critical-thinking skills expected of doctoral students.
2. Engage faculty and peers in discourse that contributes to the collective advancement of scholarship in their discipline.
3. Use university support services to contribute to the successful completion of the dissertation and doctoral degree.
4. Analyze research ideas through engagement with faculty members and student colleagues to formulate appropriate research questions to be pursued in the doctoral dissertation.
5. Conceptualize, design, and execute dissertation research studies that reflect doctoral-level thinking and have the potential to contribute to positive social change.
6. Conduct peer review to receive and provide critical feedback to shape the dissertation proposal and results that follow from the data analysis.
7. 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.
8. Articulate and demonstrate competency in professional practice skills required by student's discipline.
9. Write a plan for research dissemination (e.g., peer-reviewed journal article, conference presentation, book, workplace settings, or other venues).
10. Identify strategies for continued professional development as scholar-practitioners.

PhD Residency Session Abstracts

Dissertation Writing Intensive (Optional for PhD Students)
The purpose of this experience is to provide opportunities for students who have an approved prospectus and assigned dissertation chair to: a) complete key sections of the research proposal based on requirements of the rubric in a structured, yet supportive, environment; b) meet individually with faculty to discuss research proposal progress and receive feedback on content; c) meet individually with experts from the Walden Library and the Writing Center to receive

guidance for advance library search techniques related specifically to the student's topic and assistance in effective writing; and d) develop support networks that can be accessed on site and after residency as needed or desired.

Students interested in attending the Dissertation Writing Intensive should contact the Academic Advising Team. The Dissertation Writing Intensive does not substitute for the residency requirement.

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 academic advisors. There is no sign-up required for advising with the Writing Center, Walden Library, Career Services, and the Student Support 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

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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 philoso¬phy 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 Student Support Team and Academic 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.

School of Psychology Academic Year in Residence

Clinical Psychology and Counseling Psychology Specializations Only
The Academic Year in Residence (AYR) 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 AYR 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 AYR, 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 AYR.

The 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 AYR 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 AYR offers a unique opportunity for students to become socialized into the profession of psychology, encouraging close interaction with faculty and fellow students. During AYR, students' progress and the evaluation of knowledge, skills, and abilities required for scholarship and professional practice at the doctoral level will be assessed.

AYR 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 AYR is required for completing the PhD in Psychology with a specialization in Clinical Psychology or Counseling Psychology.
- AYR typically takes place during the 6th through 9th quarters of the student's program.
- The AYR spans 12 consecutive calendar months, a standard requirement for doctoral training in psychology.
- The AYR is comprised of eight courses completed over 4 quarters in blended format.
- AYR allows for formal and informal interaction with faculty, administrators, students, staff, and other professionals.

AYR Courses for Counseling Psychology Specialization

- Ethics and Standards of Psychological Practice
- Cognitive Assessment
- Personality Assessment
- Assessment and Intervention
- Interventions II
- Writing a Quality Prospectus in Psychology
- Consultation and Supervision in Psychology

AYR Courses for Clinical Psychology Specialization

- Ethics and Standards of Psychological Practice
- Cognitive Assessment
- Personality Assessment
- Multicultural Psychology
- Clinical Psychopharmacology
- Interventions II
- Writing a Quality Prospectus in Psychology
- Consultation and Supervision in Psychology

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

Residency Session Abstracts—AYR, School of Psychology Academic Year in Residence

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
Vidoe 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 academic 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.

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

This face-to-face activity provides students with an opportunity to gain new scholarly perspectives on educational theory and practice and on The Richard W. Riley College of Education and Leadership's focus on social change.
In addition, students develop a support network with faculty and colleagues, learn about the services and opportunities at Walden University, establish a clear understanding of the expectations of the program, and create a timeline to meet the requirements that culminate in the completion of the program.

Students must attend their first residency between their third and fifth course; students must attend their second residency between their seventh and ninth course.

Residency 1
Residency 1 gives students the opportunity to engage in professional discussions about their field experience and other aspects of the EdS in Educational Leadership and Administration (Principal Preparation) program.
- Timing: To be completed between the students' third (EDUC 7201) and fifth (EDUC 7203) courses.

- Format: Large-group presentations, small-group discussions on key topics and issues related to educational leadership, role-playing opportunities, case study analyses, Q&A sessions, and one-on-one interaction and advising with faculty members.

Residency 2

Residency 2 focuses on relating the students' field experience to the Minnesota Board of School Administrators Core Leadership and Principal Competencies.
- Timing: To be completed between the students' seventh (EDUC 7205) and ninth (EDUC 7207) courses.
- Format: Large-group presentations, small-group discussions on key topics and issues related to educational leadership, role-playing opportunities, case study analyses, Q&A sessions, and one-on-one interaction and advising with faculty members.

Learning Outcomes

At the end of these residencies, students will be able to:
1. Demonstrate current knowledge and skills with the understanding that educators are lifelong learners who continually add to their knowledge and skills.
2. Reflect and analyze educational issues in light of current research and best practice.
3. Demonstrate an understanding of the attributes of effective leaders who promote social change.
4. Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts.
5. Demonstrate collaborative skills that integrate multiple perspectives in order to create ongoing support for the learning environment.
6. Act in ways that honor multiple perspectives and affirm the dignity and respect of all individuals, internal and external.

Residency Session Abstracts—EdS

EdS 1

Applying the Research Findings of Others to Inform Local Decision Making
In this session, you will receive an overview on how to organize and analyze the results of research studies to extract information that can be applied to design research-based solutions for local problems. You will learn how to construct a matrix of relevant information found within the reported results of a study, and then use this table of information to isolate and assess those studies that most directly speak to their local problem and cultural influences. This presentation directly extends skills related to finding relevant research established in an earlier workshop conducted by Walden Library scientists.

Case Studies/Role Play/Small Groups: Diversity
What happens when principals are faced with possible teacher bias, student and family bias, and

even their own biases? In this session, you will participate in a situation in which biases may be getting in the way of student learning.

Case Studies/Role Play/Small Groups: School Discipline
You will work in small groups, each discussing a realistic and complex student discipline scenario to determine the most appropriate response from the principal and disciplinary actions to take. Each group will then present its response to the whole group for further discussion.

Case Studies/Role Play/Small Groups: Teacher Performance
During this session, you will work in small groups, putting yourself in the role of a principal who is faced with a challenging scenario with regard to teacher performance. Groups will then discuss each teacher performance scenario and recommend principal actions, including a variety of extenuating circumstances.

Communication Strategies for School Leaders
This seminar focuses on how the intersection of tone, audience, purpose, and medium affects the kinds of messages that school administrators need to convey to staff, parents, and other leaders. Using real-world examples, we will see how to write concise and effective communication. The seminar ends with several hands-on writing activities based on scenarios that call for e-mail, tweets, and newsletter articles.

Closing Colloquium: Professional Development and Resource Sharing
During this session, principal candidates will share resources for furthering their professional growth. Walden's Career Services staff will provide information on how to form networking connections, establish a professional brand, and become more marketable.

Group Advising
This session includes information about the EdS ELA Principal Preparation program. Faculty members will help you with a variety of perspectives on educational issues and academic work. This time will be used to share ideas and receive feedback from faculty members.

Leadership Session: Leadership Style (Inventory): Disposition of Leaders
What is your personal leadership style and how will it affect the ways in which you work with staff and build your school community? During this session, you will apply and discuss leadership styles to real-life situations to better understand your own styles and learn from other students.

Library Skills: Researching Education Topics Online
This session will prepare you to find the information you need in the Walden Library and beyond. We will review the variety of information resources available and practice search techniques to help you navigate our research databases. Evaluating web resources and identifying scholarly materials will also be discussed.

Opening Colloquium: Blue Ribbon Principals
The opening colloquium includes information on Walden University and a Blue Ribbon Panel of

practicing principals who will share their experiences in addressing the challenges in leading high-performing schools.

Program and Field Experience Overview
This session provides an overview of the EdS1 ELA Principal Preparation program and field experience component. Information on reflection and journaling are also included.

Time Management
The time management session will teach you 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 should manage your day-to-day activities while enrolled in an EdS program.

Welcome Meeting
As a community, Walden EdS students, staff members, and faculty members will gather for a welcome meeting and an evening colloquium. Colloquia is the term we use to describe our opening and closing sessions at residencies. Our colloquia include presentation and discussion formats that involve faculty members and students.

Writing Effective Case Study Analyses
This special topics seminar provides focused instruction on writing effective case study analyses. Key ingredients of a case study response will be discussed, along with organizational tips, rhetorical strategies, and methods for identifying patterns of wordiness and increasing concision. Be prepared to write; after reading a short case study, you will outline a response and begin an in-class writing assignment.

EdS 2

Closing Colloquium: Life Balance
The principalship is an all-encompassing and all-consuming position. How does one balance everyday life when he/she has such a demanding job? This session will present information on the necessity for balancing one's personal and professional lives and strategies for life balance. Participants will work on plans for balancing their lives.

Crisis Case Study/Emergency Plan
During this seminar, you will work in small groups, putting yourself in the role of a principal who is faced with a challenging crisis scenario. Groups will then discuss each crisis scenario and recommend principal actions, using their districts' emergency plans.

Exit Evaluation Overview
The exit evaluation is a culminating activity for principal candidates. The what, where, when, and how of the exit evaluation will be addressed during this session.

Grant Writing
With declining budgets, principals are being called upon to come up with creative financial solutions. In smaller communities, federal grants represent an avenue to fiscal support for specialized projects. In larger urban communities, grants from nonprofit organizations can involve setting deadlines with a group of other principals and stakeholders. Coauthorship in grant writing requires clear communication, time management, and accountability. This session will provide you with assistance in (a) translating the subcomponents of a grant, (b) writing succinctly, (c) deciding what information needs to be placed in the abstract, (d) writing to the specifications of a grant rubric, (e) using research to persuade the target audience, and (f) using the mission and vision of your institution to drive the request.Federal, state, and local nonprofit grants normally contain explicit instructions about how to compose an effective grant request. Join us for this interactive session with real-life examples of available grants that principals can use to promote social change initiatives in their schools.

Group Advising
This session includes information about the EdS2 ELA Principal Preparation program. Faculty members can help you with a variety of perspectives on educational issues and academic work. This time will be used to share ideas and receive feedback from faculty members.

Job Seeking and Marketing Your Qualifications
This seminar covers various ways to uncover job opportunities as well as powerful self-marketing materials and strategies. We will examine branding in resumes, cover letters, portfolios, and other venues.

Major Assessments: Planning and Organizing
Faculty members from the EdS2 ELA Principal Preparation program will provide detailed information on and expectations for the eight major assessments required for successful completion of the program. Planning, organizing, and composing the various assessments require scholarly writing strategies. A Writing Center representative will provide an overview of best practices for academic writing with an American Psychological Association (APA) style refresher.

Networking and Interviewing
This seminar covers both online and off-line networking, informational interviews, and job interviews. Approaches to answering the toughest types of interview questions will be discussed.

Opening Colloquium: Blue Ribbon Principals
The opening colloquium includes information on Walden University and a Blue Ribbon Panel of practicing principals who will share their experiences in addressing the challenges in leading high-performing schools.

Teacher Evaluation and Supervision
Participants will view teaching episodes and evaluate teachers using their districts' teacher evaluation instruments. Participants will develop strategies and resources for working with and supporting teachers in their professional development.

Technology and the Principal
Principals are responsible for facilitating the development of learning environments that integrate technology tools and applications. What are the technology tools and applications for connecting to content areas and embedding technology into assessment strategies? This session will address these questions.

Welcome Meeting
As a community, Walden EdS students, staff members, and faculty members will gather for a welcome meeting and an evening colloquium. Colloquia is the term we use to describe our opening and closing sessions at residencies. Our colloquia include presentation and discussion formats that involve faculty members and students.

EMBA Residencies
As a student in Walden's Executive Master of Business Administration (EMBA) program, you will attend two face-to-face residencies—a domestic residency held in a U.S. city and an international residency held in a country such as Brazil, China, or Germany. These residencies take place in varying locations and are scheduled at key points during your program.

Leadership Residency: 4-Day U.S. Residency
- Decision-maker and social change agent.

Global Residency: 7- to 10-Day Tour
- Experience new cultures and business practices with members of your cohort.
- Attend professional seminars and speaker presentations.
- Participate in roundtable discussions with local business leaders.
- Visit corporations to explore organizational and operational structures.
- Tour the country to visit popular landmarks and destinations.

Learning Outcomes

Residency 1 Outcomes
At the end of this residency, students will be able to:
1. Demonstrate the ability to collaborate with peers.
2. Demonstrate the ability to engage with faculty in face-to-face learning experiences.
3. Demonstrate knowledge of program requirements.
4. Demonstrate professional communication skills.
5. Apply critical thinking skills to leadership situations.
6. Demonstrate skills and practices that will help students be successful.
7. Demonstrate knowledge of their own leadership style.

MS in Addiction Counseling Residencies

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 academic 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 academic 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:
1. Demonstrate basic interviewing skills.
2. Apply multicultural competencies to basic counseling skills.
3. Demonstrate critical-thinking skills of diverse and multicultural perspectives and apply them to counseling practice.
4. Describe the process of professional identity development.
5. Provide constructive feedback on others' counseling skills.
6. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
7. Utilize feedback to improve performance.
8. Demonstrate advanced counseling skills.
9. Describe the process of preparing for field experience.
10. Prepare for eventual accrual of post-Master's experience toward licensure.

Residency 2

At the end of Residency 2, students will be able to:
1. Provide constructive feedback on others' counseling skills.
2. Present research focused on program development that includes components of consultation and evaluation.
3. Present collaborative research focused on social change.

4. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
5. Utilize feedback to improve performance.
6. Demonstrate advanced counseling skills.
7. Apply multicultural and diversity competencies to advanced counseling skills.
8. Describe the process of preparing for field experience.
9. Prepare for the NCE, NCMHCE, or other licensure exams.
10. 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 academic advising
- Venues for in-person peer and instructor interactions
- Opportunities for experiential skill development, including critiques in both individual and group counseling sessions

Both residencies offer information on preparing for the practicum and internship; Residency 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).

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 academic 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 academic 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:
1. Demonstrate basic interviewing skills.
2. Apply multicultural competencies to basic counseling skills.
3. Demonstrate critical-thinking skills of diverse and multicultural perspectives and apply them to counseling practice.
4. Describe the process of professional identity development.
5. Provide constructive feedback on others' counseling skills.
6. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
7. Utilize feedback to improve performance.
8. Demonstrate advanced counseling skills.
9. Describe the process of preparing for field experience.
10. Prepare for eventual accrual of post-Master's experience toward licensure.

Residency 2

At the end of this residency, students will be able to:
1. Provide constructive feedback on others' counseling skills.
2. Present research focused on program development that includes components of consultation and evaluation.
3. Present collaborative research focused on social change.
4. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
5. Utilize feedback to improve performance.
6. Demonstrate advanced counseling skills.
7. Apply multicultural and diversity competencies to advanced counseling skills.
8. Describe the process of preparing for field experience.
9. Prepare for the NCE, NCMHCE, or other licensure exams.
10. Prepare for eventual accrual of post-Master's experience toward licensure.

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.

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 academic 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 academic 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 academic 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 academic 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:
1. Demonstrate basic interviewing skills.
2. Apply multicultural competencies to basic counseling skills.
3. Demonstrate critical thinking skills of diverse and multicultural perspectives, and apply them to counseling practice.
4. Describe the process of professional identity development.
5. Provide constructive feedback on others' counseling skills.
6. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
7. Utilize feedback to improve performance.
8. Demonstrate advanced counseling skills.
9. Describe the process of preparing for field experience.
10. Prepare for eventual accrual of post-Master's experience toward licensure.

Residency 2
At the end of this residency, students will be able to:
1. Provide constructive feedback on others' counseling skills.

2. Present research focused on program development that includes components of consultation and evaluation.
3. Present collaborative research focused on social change.
4. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
5. Utilize feedback to improve performance.
6. Demonstrate advanced counseling skills.
7. Apply multicultural and diversity competencies to advanced counseling skills.
8. Describe the process of preparing for field experience.
9. Prepare for the NCE, NCMHCE, or other licensure exams.
10. Prepare for eventual accrual of post-Master's experience toward licensure.

MS in School Counseling Residencies

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 academic 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 academic 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:
1. Demonstrate basic interviewing skills.
2. Apply multicultural competencies to basic counseling skills.
3. Demonstrate critical-thinking skills of diverse and multicultural perspectives and apply them to counseling practice.
4. Describe the process of professional identity development.
5. Provide constructive feedback on others' counseling skills.

6. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
7. Utilize feedback to improve performance.
8. Demonstrate advanced counseling skills.
9. Describe the process of preparing for field experience.
10. Prepare for eventual accrual of post-Master's experience toward licensure.

Residency 2
At the end of this residency, students will be able to:
1. Provide constructive feedback on others' counseling skills.
2. Present research focused on program development that includes components of consultation and evaluation.
3. Present collaborative research focused on social change.
4. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
5. Utilize feedback to improve performance.
6. Demonstrate advanced counseling skills.
7. Apply multicultural and diversity competencies to advanced counseling skills.
8. Describe the process of preparing for field experience.
9. Prepare for state certification or licensure exams.
10. Prepare for eventual accrual of post-Master's school counseling experience toward certification or licensure.

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

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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 exceptionality.

Social Change and Advocacy
Social change is a part of the mission of Walden University and the MS 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.

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.

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:
1. Demonstrate professional demeanor in the practice of social work.
2. Apply the values and ethics that are part of social work practice.
3. Demonstrate a commitment to promoting social and economic justice.
4. Use critical-thinking skills to evaluate professional judgments.
5. Analyze the importance of evidence-based research in guiding social work practices.
6. Synthesize principles of human growth and development in culturally responsive work practices.
7. Apply appropriate interviewing, assessment, and intervention skills.

Residency 2

As a result of fulfilling the residency requirements, students will be able to:
1. Demonstrate professional demeanor in the practice of social work.
2. Apply the values and ethics that are part of social work practice.
3. Demonstrate a commitment to promoting social and economic justice.
4. Use critical thinking to evaluate professional judgments.
5. Analyze the importance of evidence-based research in guiding social work practices.
6. Synthesize principles of human growth and development in culturally responsive work practices.
7. Apply appropriate interviewing, assessment, and intervention skills.
8. Prepare intervention plans based on DSM and muti-axial diagnoses.

Doctoral Research Sequence

- Doctoral Research Sequence Course Numbers
- Doctoral Research Competencies and Related Learning Objectives
- EdD Research Sequence--Richard W. Riley College of Education and Leadership
- Registering, Completing, and Receiving Credit for the Research Sequence Courses

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:
1. Philosophy of research
2. Research project design and approaches
3. Quantitative research techniques
4. Qualitative research techniques
5. Quantitative quality assurance
6. Qualitative quality assurance
7. Professional practice

The doctoral research sequence described below was designed to ensure that doctoral students at Walden meet the minimum research competencies. Also see these courses in the Walden University Catalog.

RSCH 8100 - Research Theory, Design, and Methods (4 cr.)
This research course provides students with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. Quantitative, qualitative, and mixed-method research designs and methods are introduced. Ethical and social change implications of conducting research, producing knowledge, and engaging in scholarship are emphasized. Students will apply and synthesize their knowledge and skills by developing elements of simple research plans. (Prerequisite: a Foundations course or first course in a program.)

RSCH 8200 - Quantitative Reasoning and Analysis (4 cr.)
This research course provides students with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite: RSCH 8100.)

RSCH 8300 - Qualitative Reasoning and Analysis (4 cr.)
This research course provides students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students use software to code data and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite: RSCH 8100.)

Together these three courses will provide an introductory-level background in each of the 48 competencies identified as being common to Walden faculty expectations, the expectations of similar programs in well-respected traditional universities, and the standards of a wide range of accrediting bodies.

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 8250 - Advanced Quantitative Reasoning and Analysis (4 cr.)
This research course builds upon knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite: RSCH 8200.)

RSCH 8350 - Advanced Qualitative Reasoning and Analysis (4 cr.)
This research course builds upon knowledge and skills acquired in RSCH 8300 - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite: RSCH 8300.)

RSCH 8450 - Advanced Mixed Methods Reasoning and Analysis (4 cr.)
This research course builds upon knowledge and skills acquired in RSCH 8200 - Quantitative

Reasoning and Analysis and RSCH 8200: Quantitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed methods research at the doctoral level. Students explore comprehensive mixed methods research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting mixed methods research and producing knowledge. This course emphasizes selecting the appropriate mixed methods research design and corresponding data collection and analysis techniques. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a mixed methods research plan. (Prerequisites: RSCH 8200 and RSCH 8300.)

Completion of the doctoral research sequence (RSCH 8100, RSCH 8200, and RSCH 8300) 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

Program	Research Sequence
PhD in Education	RSCH 8100D, 8200D, 8300D
PhD in Management (formerly PhD in Applied Management and Decision Sciences)	RSCH 8100Z, 8200Z, 8300Z
PhD in Health Services	RSCH 8100X, 8200X, 8300X
PhD in Human Services	RSCH 8100U, 8200U, 8300U
PhD in Public Health	RSCH 8100H, 8200H, 8300H
PhD in Public Policy and Administration	RSCH 8100P, 8200P, 8300P

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Doctoral Research Competencies and Related Learning Objectives

Topic Areas and Competencies	Example of Competency-Related Learning Objectives
Philosophy of Research	
Empiricism	Identify the influence of empiricism on quantitative research methodology.
Positivism and post-positivism	Explain how the scientific method is based on positivism and post-positivism.
Interpretivism	Contrast interpretivism with positivism.
Constructivism	Contrast constructivism with determinism.
Deconstructivism or critical theory	Explain how critical theory research approaches use the

	concepts of power and justice.
Research Project Design and Approaches	
Formulating the research question	Utilize a gap in past research on a topic to generate a testable research question.
Quantitative/qualitative distinctions	Determine the types of research questions most appropriately addressed by quantitative, qualitative, and mixed-method designs.
Experimental research	Explain why the experimental method is required for determining cause-effect relationships.
Quasi-experimental research	Identify the advantages and disadvantages of key quasi-experimental designs.
Non-experimental designs (descriptive, correlational)	Determine when it is appropriate to use non-experimental quantitative designs.
Program evaluation	Distinguish program evaluation from other approaches to research.
Case studies	Utilize case study findings to generate testable hypotheses.
Phenomenology	Explain the purpose of research from a phenomenological perspective.
Ethnographic methods	Contrast ethnography from other approaches to qualitative research.
Grounded theory methods	Identify the key assumptions of grounded theory research.
Historical research	Identify multiple sources of archival data relevant to their professional field and the limitations associated with such data.
Action research	Explain why the advantages of action research may also be limitations.
Narrative inquiry	Describe multiple forms of stories used in narrative analysis and how the "story" differs from a case study.
Quantitative Research Techniques	
Descriptive statistics	Know the definitions of mean, mode, and median and describe the situations where each should be used to describe the "average" value.
Probability distributions	Know the characteristics of a normal distribution and explain how those characteristics are used in hypothesis testing with reference to the Central Limit Theorem.
Hypothesis testing	Correctly test a hypothesis using quantitative data. Correctly interpret the results of that test with reference to Type I and II errors.
Multivariate analysis appropriate to field	Describe how multivariate analyses are used in the students' professional field.

Correlation	Correctly calculate and interpret a Pearson correlation coefficient.
Non-parametric methods	Understand the concept of rank and how it used in non-parametric statistics that test the difference between two or more groups.
Linear regression	Know the assumptions of and correctly interpret ordinary least squares linear regression.
Quantitative analysis software (SPSS)	Construct a data set using statistical software. Use that software to produce descriptive and inferential statistics.
Qualitative Research Techniques	
Field notes	Demonstrate skills in preparing field notes.
Pilot studies/field studies	Identify different ways to collect qualitative data (i.e., individual or group interviewing; participant-observer journaling) and compare the relative tradeoffs of each approach.
Document (content) analysis	Organize and analyze data through classification and coding.
Observation strategies	Observe individuals, groups, objects, and settings in great detail.
Interviewing	Understand how to develop an interview protocol and what is necessary for conducting effective interviews.
Focus groups	Understand how to conduct focus groups in open-ended question and structured activity formats.
Questionnaires	Demonstrate an understanding of conducting research using questionnaires.
Journaling	Identify different ways to collect qualitative data (i.e., individual or group interviewing; participant-observer journaling).
Identifying themes in qualitative data	Analyze data for meaning and make connections across categories.
Qualitative analysis software (Nvivo-NUDIST, Atlas)	Produce multiple codes for a set of documents within qualitative analysis software. Use that software to show the relationship between at least two codes.
Quantitative Quality Assurance	
Validity	Describe what is meant by validity and how to assess external and internal validity.
Reliability	Describe what is meant by reliability and how to assess external and internal reliability.
Sampling (random and deliberate)	Define a random sample and explain why a researcher may use non-random samples in research.

Qualitative Quality Assurance	
Trustworthiness	Describe specific ways in which qualitative research is judged as rigorous.
Authenticity	Discuss "fairness" in the integration of one's own and others' perspectives into the research process.
Sampling (purposive)	Identify specific strategies within purposive sampling and explain why each might be used.
Professional Practice	
Disseminating research to professional audiences (e.g., conferences)	Identify at least two ways for disseminating research in their professional field and describe scholarly expectations associated with each.
Human subjects' protection	Explain the legal and ethical basis of human subjects' protection along with the basic rights of participants participating in any research study.
Grant-writing	Describe at least two sources of grants for conducting research in their field and basic requirements for securing grants from each source.
Integrating research with social change activity	Describe past, current, and future potential contributions of research in their professional field to the public good.
Working with stakeholders (e.g., community-based research)	Identify potential non-academic stakeholders in research from their professional field along with specific considerations in working with each stakeholder.
Professional writing	Utilize appropriate conventions for professional writing when reviewing, reporting, and interpreting research findings.

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

Field experiences include the following:

Field Experience in Teacher Preparation and Reading Endorsement Programs

Field experiences are an integral part of Walden University's Teacher Preparation Program with a Master of Arts in Teaching (MAT) and Reading Endorsement programs. These experiences provide opportunities for candidates to apply course concepts in real environments. The field experiences relate to candidates' professional goals, provide the opportunity to connect theory and practice, and prepare candidates for daily classroom responsibilities. For specific information about field experience requirements, candidates should find the following on their myWalden university portal:
- Teacher preparation candidates should review the Teacher Candidate Guidebook and the Field Experience and Demonstration Teaching Handbook.
- Reading endorsement candidates should review the Reading K–12 Endorsement Program Candidate Guidebook.

Master of Public Health Practicum

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

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

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

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

Field Experience in Master of Social Work (MSW)

Walden MSW students will obtain social work training by completing four field education courses. Some of the features and expectations of the field experiences include the following:
- Students will complete 250 hours (within each field education course) in an approved social services agency under the supervision of a professional social worker.
- Students will participate in weekly classroom discussions with their instructor and classmates.
- The instructor will meet with the agency supervisor and student one or two times per quarter; these meetings will be conducted virtually.
- Students will complete their field experience at the same agency while completing the first two field education courses and then at a different agency for the third and fourth field education courses.

MSW Field Experience 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

Optional Practicum Experience

Optional Practicum Experience (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 Academic 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.

Optional Practicum Experience (HINF 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 Academic 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.

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 Teacher Candidate Guidebook and Field Experience Handbook.

Field Experience in MSEd 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 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 mental health 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 defined as "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP, 2009). It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start practicum on or before the deadlines listed in the field experience manual, satisfactorily completing the practicum in one academic quarter of coursework, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

Addiction Counseling Internship

The internship field experience is completed after the student has fulfilled the practicum experience. According to the CACREP standards (2009), internship is "a distinctly defined, postpracticum, 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." It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start the internship on or before the deadlines listed in the field experience manual, satisfactorily completing the internship two academic quarters of coursework, participating in direct and indirect counseling hours, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

See more at: School of Counseling Office of Field Experience Website.

Field Experience in Career Counseling

Students in the MS in Career Counseling Field Experience receive a supervised clinical experience with emphasis on the knowledge and practice of counseling skills, theories, competencies, and best practices. The students are provided with experiential learning opportunities in the preparation for entering into the career counseling profession in the MS in Career Counseling Field Experience.

Career Counseling Practicum

The practicum is the first experiential training component of field experience. Practicum is defined as "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP, 2009). It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start the practicum on or before the deadlines listed in the field experience manual, satisfactorily completing the practicum in one academic quarter of coursework, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

Career Counseling Internship

The internship field experience is completed after the student has fulfilled the practicum experience. According to the CACREP standards (2009), internship is "a distinctly defined, postpracticum, 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." It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start the internship on or before the deadlines listed in the field experience manual, satisfactorily completing the internship in two academic quarters of coursework, participating in direct and

indirect counseling hours, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

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 defined as "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP, 2009). It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start the practicum on or before the deadlines listed in the field experience manual, satisfactorily completing the practicum in one academic quarter of coursework, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

Clinical Mental Health Counseling Internship

The internship field experience is completed after the student has fulfilled the practicum experience. According to the CACREP standards (2009), internship is "a distinctly defined, postpracticum, 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." It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start internship on or before the deadlines listed in the field experience manual, satisfactorily completing the internship in two academic quarters of coursework, participating in direct and indirect counseling hours, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

See more at: School of Counseling Office of Field Experience Website.

Field Experience in Counselor Education and Supervision

Doctoral Practicum

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

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

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

Doctoral Internship

Students in the PhD in Counselor Education and Supervision internship are provided with supervised experiences in counselor education and supervision (for example, clinical practice, research, and teaching).

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

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

See more at: School of Counseling Office of Field Experience Website.

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 defined as "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP, 2009). It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start the practicum on or before the deadlines listed in the field experience manual, satisfactorily completing the practicum in one academic quarter of coursework, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism

and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

Marriage, Couple, and Family Counseling Internship

The internship field experience is completed after the student has fulfilled the practicum experience. According to the CACREP standards (2009), internship is "a distinctly defined, postpracticum, 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." It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start internship on or before the deadlines listed in the field experience manual, satisfactorily completing the internship in two academic quarters of coursework, participating in direct and indirect counseling hours, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

See more at: School of Counseling Office of Field Experience Website.

Field Experience in PhD in Psychology Clinical and Counseling Psychology Specializations

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

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

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

Psychology Practicum

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

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

Students must register for a minimum of two terms of practicum, registering for additional terms until the required 750 hours is attained.

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 AYR
- Completion of the Program Milestone: Readiness for Practicum

Note: Students must complete the following courses with a grade of B or better: PSYC 8704, PSYC 8344, PSYC 8345, PSYC 8340, PSYC 8350, PSYC 8421, and PSYC 8208 (Counseling only)/PSYC 8741 (Clinical only).

Arranging for the Practicum

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

1. **Review the 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.

2. **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-US-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.

1. 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 Doctor of Nursing Practice (DNP)

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.

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 defined as "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP, 2009). It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start practicum on or before the deadlines listed in the field experience manual, satisfactorily completing the practicum in one academic quarter of coursework, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

School Counseling Internship

The internship field experience is completed after the student has fulfilled the practicum experience. According to the CACREP standards (2009), internship is "a distinctly defined, postpracticum, 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." It comprises students securing a field site that meets the policies and criteria listed in the field experience manual, submitting an application to start the internship on or before the deadlines listed in the field experience manual, satisfactorily completing the internship in two academic quarters of coursework, participating in direct and indirect counseling hours, participating in onsite in-person individual/triadic supervision, participating in group university supervision via video conferencing, maintaining standards of professionalism and ethics, earning satisfactory evaluations from university and site supervisors, and complying with all university policies.

See more at: School of Counseling Office of Field Experience Website.

Field Experience in Master of Science in Nursing (MSN)

Field Experience/Practicum Courses by Specialization:

Family Nurse Practitioner Specialization

Course Sequence	Notes
NURS 6531: Advanced Practice Care of Adults Across the Lifespan (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• Must complete first • Cannot take concurrently with any practicum course
NURS 6541: Primary Care of Adolescents and Children (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• May be taken concurrently only with NURS 6561 (but must be final course)
NURS 6551: Primary Care of Women (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• May be taken concurrently only with NURS 6561 (but must be final course)
NURS 6561: Direct Care Role in Health Promotion and Disease Prevention Across the Lifespan (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• Must be final course • May be taken concurrently with NURS 6541 or NURS 6551

Adult-Gerontology Nurse Practitioner Specialization

Course Sequence	Notes
NURS 6531: Advanced Practice Care of Adults Across the Lifespan (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• Must complete first • May be taken concurrently only with NURS 6540
NURS 6540: Primary Care of Frail Elders	• May be taken concurrently only

	with NURS 6531
(Credits: 5 – 3 cr. didactic, 2 cr. practicum)	
NURS 6551: Primary Care of Women (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• May be taken concurrently <u>only</u> with NURS 6561
NURS 6561: Direct Care Role in Health Promotion and Disease Prevention Across the Lifespan (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• Must be final course • May be taken concurrently <u>only</u> with NURS 6551

Adult-Gerontology Acute Care Nurse Practitioner Specialization

Course Sequence	Notes
NURS 6531: Advanced Practice Care of Adults Across the Lifespan (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• Must complete first • May be taken concurrently <u>only</u> with NURS 6540
NURS 6540: Primary Care of Frail Elders (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• May be taken concurrently <u>only</u> with NURS 6531
NURS 6550: Advance Practice Care of Adult in Acute Care Settings I (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• Cannot take concurrently with any practicum course
NURS 6560: Advance Practice Care of Adult in Acute Care Settings II (Credits: 5 – 3 cr. didactic, 2 cr. practicum)	• Must be final course • Cannot take concurrently with any practicum course

Nursing Education Specialization
- NURS 6341: Specialty in Clinical Nursing (Credits: 5 – 4 cr. didactic, 1 cr. practicum)
- NURS 6351: The Role of the Nurse Educator (Credits: 5 – 4 cr. didactic, 1 cr. practicum)

Nursing Informatics Specialization
- NURS 6431: System Design, Planning and Evaluation (Credits: 5 – 4 cr. didactic. 1 cr. practicum)
- NURS 6600: Capstone Synthesis Practicum (Credits: 5 – 3 cr. didactic, 2 cr. practicum)

Nursing Leadership & Management Specialization
- NURS 6600: Capstone Synthesis Practicum (Credits: 5 – 3 cr. didactic, 2 cr. practicum)

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 and resources, please visit the School of Nursing Field Experience Site: http://academicguides.waldenu.edu/fieldexperience/son

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 Adult Learning ePortfolio

As an MS in Adult Learning degree requirement, students must complete an ePortfolio. This ePortfolio will include assignments that align with required program outcomes and will be submitted and evaluated throughout the students' program. Students will not receive their MS in Adult Learning degree until the ePortfolio has been completed and approved. Should any submitted portfolio and/or its components 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 the students' permanent records at Walden University.

Components of the ePortfolio
- Culminating capstone project
- Portfolio sections based on the MS in Adult Learning 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 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: Master of Science in Nursing (MSN) ePortfolio

As a final Master of Science in Nursing (MSN) degree requirement, students must complete an ePortfolio. This ePortfolio will include specific assignments matching each required program outcome and will be submitted and evaluated when students complete the program. Students will not receive their MSN degree until the ePortfolio has been submitted and approved. Should a submitted portfolio be judged as one that "needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students' permanent records at Walden University.

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 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 <u>doctoral study</u> portion of the <u>Center for Quality Research</u> 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 <u>doctoral study</u> 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 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 EdD 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.

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.

Quarter of Intended Graduation	Submission to Form and Style	Dissertation Oral Presentation	Final Dissertation and Rubric Submitted	Abstract Submitted for Chief Academic Officer Review
Spring	March 1	March 15	April 1	May 1
Summer	June 1	June 15	July 1	August 1
Fall	September 1	September 15	October 1	November 1

Winter	December 1	December 15	January 1	February 1

Note on commencement deadlines: Students who want to participate in the summer commencement ceremony must have their dissertation approved by the chief academic officer no later than the last business day of the spring quarter. Students who want to participate in the winter commencement ceremony must have their dissertation approved by the chief academic officer no later than the last business day of the fall quarter.

Registering for Dissertation Credits

Students enrolled in a KAM-based program 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 academic 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.

Doctoral Capstone Completion Process

All students enrolled in a Walden University doctoral program will proceed through the following steps as they complete their capstone:

Step	Items to Be Completed
Premise	The premise is a short document that is used to identify a preliminary topic and approach 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. This document may have a different name in some

	programs.
Prospectus	The prospectus is a brief document that describes an agreed upon plan for developing the proposal 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 structure of the doctoral committee 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.
Proposal	The proposal is comprised of the first three chapters of a dissertation or the first three sections of a doctoral study along with the reference list. These chapters establish the rational for conducting the study and describe the design and methodology it will utilize.
Proposal University Research Review	Once the chair and second member are satisfied that the first three chapters of the capstone meet all of the requirement specified in the appropriate rubric, the chair will submit the proposal for review. 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.
Proposal Oral Conference	Following URR approval, the student will present the proposal to the chair and second member via a teleconference scheduled with the Office of Student Research Administration. 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. 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.
IRB Approval	Walden's Institutional Review Board (IRB) reviews each study conducted by Walden students to determine if the anticipated benefits of the study outweigh risks associated with participation in it. For more information on the IRB approval process, consult the Office of Research Ethics and Compliance web page.
Completion of Doctoral Capstone	Following IRB approvals, students collect, analyze, and report their findings, and complete the remaining chapters or sections of their capstone.
Completed Capstone	After the chair and second member are satisfied that the abstract and

URR	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 URR Request Form.
Form and Style Review	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.
Dissertation/Doctoral Study Oral Conference	Following F&S approval, the student will present the complete capstone project to the chair and second member via a teleconference scheduled with the 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."
Final URR Review	After successful completion of the oral and committee approval of the final capstone project, the chair forwards the final document along with the appropriate committee rubrics to the URR for review while copying research@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. In addition, the URR reviews the abstract to make sure it meets university guidelines.
Chief Academic Officer Review	When approval from the URR has been received, the 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.

1. 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@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:

1. 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.
2. 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.
3. 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.
4. All URR members must meet approved requirements for serving in this capacity and must complete the university's URR Orientation Module.
5. 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.

Doctor of Nursing Practice (DNP) Practicum Project Description and Requirements

NURS 8400	**Evidence-Based Practice I: Assessment and Design of Programs and Projects** Students will identify the clinical/practice question for their project and select a faculty mentor for their DNP project. 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 Portfolio Evidence: Integrative critical review that familiarizes the student with the literature and results in identification of a clinical practice question.	5 credits 4 credits didactic 1 credit clinical (72 hours)
NURS 8410	**Best Practices in Nursing** A program/project to intervene with clinical/practice questions under the guidance of an approved clinical mentor will be developed. The DNP practicum course is designed with 5 credits (4 didactic, 1 clinical) at a 1:6 ratio* = 72 clinical hours. The student will generate Portfolio Evidence Plan to address clinical/practice questions (e.g. program planning, practice change, consultation, quality improvement project, or pilot study proposal with any necessary IRB approvals).	5 credits 4 credits didactic 1 credit clinical (72 hours)
NURS 8500	**Evidence-Based Practice II: Planning and Implementation** Advanced Practice Focus or Aggregate Systems Focus This DNP practicum course will focus on the implementation of program/project design to intervene with clinical/practice questions under the guidance of an approved clinical mentor. As a practicum course, the course is designed with 3 credits at a 1:6 ratio* = 216 clinical hours. Additionally, the student will generate practicum portfolio evidence: Systematic review that drills down to the evidence regarding the clinical/practice question and resulting findings, conclusions, and recommendations.	5 credits 4 credits didactic 1 credit clinical (72 hours)
NURS 8510	**Evidence-Based Practice III: Implementation, Evaluation, and Dissemination** This DNP practicum course will focus on evaluation and dissemination of a program/project design to intervene with clinical/practice questions under the guidance of an approved clinical mentor. As a practicum course, the course is designed with 3 credits at a 1:6 ratio* = 216 clinical hours. Additionally, the student will generate practicum portfolio evidence: Submission of scholarly article for refereed publication and/or actual presentation (podium) and completed portfolio requirements (resume, self-evaluation, and reflection)	3 credits (216 clinical hours)

The DNP program will use TaskStream and ePortfolio
- Culminating capstone project
- Portfolio sections based on the DNP course outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization and/or professional standard (essentials)
- Supplementary evidence to document having met an outcome (optional)

Capstone Research: Dissertation or Doctoral Study
- Final Projects: Dissertation
- Doctoral Capstone Completion Process
- Doctoral Committee Member Roles and Functions
- Guidance for Walden Students on the Use of External Consultants for Capstone Projects
- Selection and Appointment of Committees

Thesis Committee Chair Roles and Assignment Process
When members of the faculty in a graduate program accept the duty of serving as a committee to advise a student through the thesis requirement to earn a master's degree, they assume a dual responsibility of high importance. One part is service to the student; the other is service to the academic practice, the discipline, and the professional field to which the thesis is related. For the first part, expectations concerning the faculty service to be performed are determined by the needs of the student and university academic policy pertaining to how these are to be addressed. For the second, expectations are set both by university academic policy and by policies and practice that frame acceptable work in the discipline and professional field at large.

Role of Thesis Supervisory Committee Chairperson
The individual faculty member who serves as chairperson of the thesis committee is the key person in the process of a student's production of an acceptable thesis. The chairperson has the primary responsibility of assuring that the work of the committee effectively fulfills both the expectations of service to the student and service to the academic discipline or disciplines and professional fields of practice involved. While the thesis must be the student's work, the committee is expected to offer full support from their experiences and backgrounds and related resources of the university at large. For more information on the specific duties of the Thesis Chair, please consult the Thesis Guidebook.

Nomination of the Thesis Chair
Students begin the thesis phase of their program when they nominate a committee chairperson. Visit the Thesis Process web page and see the Committee Nomination form.
The form must be completed and submitted to the chosen faculty member. The faculty member then submits the form to thesis@waldenu.edu. The Office of Student Research Administration (OSRA) will not accept an approval form for a directly from the student. Approval of the committee and registration will be coordinated by the Graduate Student Services Coordinators and the Academic Advising Team.

Students are responsible for verifying that the Graduate Student Services Coordinator (thesis@waldenu.edu) receives the completed Committee Nomination form and that they are registered for the correct course(s).

Changing a Thesis Chair

The approved thesis chair will serve students until their theses have been completed and approved. Only under special circumstances will the replacement of a chair be considered once work on a thesis has commenced. When circumstances arise that necessitate reconsideration of faculty appointments, the process detailed below will be followed to help minimize disruption of academic service.

If a student is pursuing a change in thesis chair, he or she will need to discuss this issue with the academic advising team to identify potential replacements. Once a potential member is found, the student will be responsible to obtain written assent from this new member to serve on his or her committee.

In requesting a change for one or multiple committee members, a student will need to file a Student Petition form with the college. The petition will be reviewed and a decision will be rendered by the associate dean or designee of the college. Students should take the following steps in requesting the change:

1. Include written approval (e-mail) from the proposed member. Students requesting to change a committee member for another faculty member will need to obtain assent from the proposed member. A petition that fails to include the approval from the new proposed member will not be considered.

2. Describe the outcome that the student is seeking. Example: "I would like to change my chairperson from Dr. Smith to Dr. Jones."

3. Provide a detailed rationale that demonstrates the need for the requested change. Any change in committee formation will become effective at the start of the next term. Additional information about this process can be obtained from the Graduate Services Coordinators of the OSRA at thesis@waldenu.edu.

Thesis University Research Review (URR)

Purpose of URR

The University Research Review (URR) process is the quality management mechanism for capstone research at Walden University. The goal of URR is to facilitate quality student research through a supportive environment of committee members dedicated to a collaborative enterprise. Below are a description of the URR reviewer role and the URR assignment process.

Role of URR Reviewer

The purpose of the University Research Review (URR) reviewer is to enable students to complete theses with the highest level of quality possible for them by providing a source of

independent feedback on all aspects of their work. Their independence enables them to view a thesis in the manner that a potential employer or research colleague would view it.

URR Reviewer Assignment Process

University Research Review reviewers will be assigned to the master's thesis in the following manner:

1. The URR reviewer assignment process will be facilitated by the Office of Student Research Administration. Send correspondence to thesis@waldenu.edu.
2. A URR database of reviewers' content and methodology expertise will be maintained by the graduate programs to facilitate the matching process.
3. 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. Using the prospectus or the information entered in the University Research Review Request form, the program will assign a URR reviewer to the committee.
4. The focus of the match will primarily be based upon research design/methods (qualitative, quantitative, mixed-methods), rather than subject matter, because the focus of the input provided by this committee member will be on issues such as methodology, data analysis, use of primary sources, organization, and so on, that transcend topic areas. Subject-matter feedback will be provided by the content expert of the committee.
5. All URR reviewers must meet approved requirements for serving in this capacity and must complete the university's URR Orientation Module.
6. Should the focus of a student's project change to a methodology with which the assigned URR reviewer is not familiar, a new URR reviewer can be assigned to the committee at the request of the chair or the URR reviewer.

URR Thesis Review Process

The URR reviewer will complete an initial review of the thesis using the rubric (found on the Thesis Process web page), which includes items relevant to content, methodology, form and style, abstract, and ethical procedures. Once the URR reviewer has completed the review, he or she will send the outcome of the review to the chair while copying thesis@waldenu.edu. Once the chair receives the materials from the URR reviewer, he or she will distribute them to the student and committee.

At this stage, the URR reviewer can refer the student for mandatory consultation with the IRB office and/or Writing Center to address ethical or writing concerns, respectively. URR reviewers are obligated to make IRB/Writing Center referrals should they note significant ethical or writing concerns. Once the URR reviewer has completed the review, he or she will send the outcome of the review to the chair while copying thesis@waldenu.edu.

At the request of the URR reviewer or committee chair, an optional pre-oral conference can be scheduled to include the URR reviewer and committee to discuss recommendations of the URR reviewer and reach agreement about changes that are necessary before the proposal oral. It is

recommended that the pre-oral conference be held when there are serious concerns raised by the URR reviewer and/or when the committee requests the opportunity for discussion and clarification. The purpose of the pre-oral conference is to prevent multiple submissions and reviews and thus facilitate the process of completion.

When changes have been requested by the URR reviewer after the initial review, the chair will work with the student to make the requested revision. When the chair feels that the necessary revisions have been made, he/she will forward the thesis along with the rubric and a Turnitin.com report to the URR reviewer while copying thesis@waldenu.edu. The URR reviewer will then review the materials. Once the URR reviewer deems the thesis ready for Form and Style Review, he or she will send an e-mail to thesis@waldenu.edu indicating this information along with the URR reviewer-approved thesis and Turnitin.com report.

Capstone Research: Master's Thesis

- Final Projects: Master's Thesis
- Thesis Committee Chair Roles and Assignment Process
- Thesis Completion Process
- Thesis University Research Review (URR)

Final Projects: EdS in Educational Technology Capstone Project

The capstone for the Education Specialist (EdS) in Educational Technology is a summative assessment of the program in which students develop a practical technological solution to a real-world problem in their workplace. The capstone will consist of (1) identifying a technological issue of concern, (2) conducting a scholarly review of literature, (3) analyzing the literature and articulating how valid and reliable research findings (from the literature review) address the issue of concern, (4) composing scientific research-based technological interventions or recommendations that address the issue of concern, and (5) reflecting on the capstone project.

Specifically, students will identify an issue within their own work environment that is caused by technology, or that can be resolved by technology. A review of the research will help identify scholarly work that explains or addresses that issue. From there, students will summarize the research on the issue and propose a solution in the form of draft recommendations for the school or district, including proposed recommendations for the formative and summative assessment of the project, and a plan to sustain its implementation.

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 Academic Advising Team, students use this in concert with a program worksheet as an exercise to create an individualized plan for completing all degree requirements within a desired time frame.

In developing a timeline, students must account for review, revision, and approval of academic work. For most students, academic work is not approved with the first draft. Students should familiarize themselves with the approval processes for academic work, and incorporate flexibility in their timeline. Students use the Program of Study form to gauge their progress toward degree completion. Any revisions to the form require the approval of the faculty advisor/mentor and the associate dean or the associate dean's designee.

Professional Development Plan

Walden University requires doctoral students (except those in the 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 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 academic advisors for initial review. He or she then forwards the PDP and the Program of Study form to the appropriate associate dean, or the associate dean's designee, for review. The associate dean or designee may approve the plan or return it to the student and Foundation course instructor for revision. Following approval by the associate dean or designee, the PDP is ratified in the Office of the Registrar.

Criteria for Professional Development Plan Approval

A Professional Development Plan, 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 all research proposals, formal and informal, funded or not, that are prepared by students, instructors, and staff, especially those that involve the use of human participants. The IRB is legally required to ensure all the following standards are met:
- Risks are justified in terms of related benefits to the participants and society.
- Participants engage in research willingly and knowingly to the extent possible.
- Research methods are appropriate to the objectives of the research.
- Research methods are the safest possible and are consistent with sound research design.
- Participants' privacy is protected.
- Research is monitored.

To accomplish these purposes, researchers are required to complete the appropriate applications and obtain the board's approval whenever research involving human participants is proposed, prior to beginning research with human participants. Applying the U.S. federal government's definitions, a human participant is a living individual about whom an investigator conducting research obtains (a) data through intervention or interaction with the individual, or (b) identifiable private information, and research is a systematic investigation (i.e., the gathering and analysis of information) designed to develop or contribute to generalized knowledge.

All research projects involving collection or analysis of data (whether from surveys, interviews, observation, student or employee work products, or records of any type) must be reviewed and approved by the IRB. Moreover, no member of the university community may commence any research procedure involving human participants until it has been approved by the IRB. The only

categories of research that do not need to be submitted for IRB approval are literature reviews and hypothetical research designs.

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.

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:

Teacher Preparation Program
- Teacher Preparation Program with a Master of Arts in Teaching (MAT)
  - Special Education (K–Age 21)

Endorsement Programs
- Reading Endorsement

Education Specialist (EdS) Programs
- Education Specialist (EdS) in Administrator Leadership for Teaching and Learning
- Education Specialist (EdS) in Curriculum, Instruction, and Professional Development
- Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program
- Education Specialist (EdS) in Educational Technology
- Education Specialist (EdS) in Reading and Literary Leadership
- Education Specialist (EdS) in Special Education
- Education Specialist (EdS) in Teacher Leadership

Doctoral Programs
- Doctor of Education (EdD) in Administrator Leadership for Teaching and Learning
- Doctor of Education (EdD) in Curriculum, Instruction, and Assessment
- Doctor of Education (EdD) in Reading and Literary Leadership
- Doctor of Education (EdD) in Special Education
- Doctor of Education (EdD) in Teacher Leadership

Master's Degree Programs
- MS in Education

Other Undergraduate Options

- Accelerate Into Master's (AIM) Programs
- Undergraduate Minors

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 Advising Team
- Academic Integrity and Student Affairs
- Admissions
- Alumni Relations
- Bursar
- Center for Degree Acceleration
- Center for Research Quality
- Center for Student Success
- Disability Services
- Faculty Services
- Faculty Members' Accessibility
- Financial Aid
- International Student Support
- Office of Military Services
- Ombudsperson
- Registrar
- Student Assistance Program
- Student Support Team
- Technology Policies

Academic Advising Team

Academic advisors work as a team to help ensure an inspiring and enriching experience for every student, every day. Advisors help ensure that new students are able to successfully acclimate to the Walden University environment and that continuing students are consistently engaged as active scholar-practitioners.

Advisors collaborate with academic leadership, student support teams, and operational groups within the university to manage student expectations, facilitate student issues, and help ensure that students are successfully completing their programs.

Additionally, they provide developmental advising to assist students with academic planning, clarification of academic and university policies, and monitoring of each student's degree progress. Academic advisors work closely with faculty members to support the satisfactory progress of students and to assist in resolving academic issues for students and faculty members.

Academic Advising can be reached by dialing 1-800-WALDENU (1-800-925-3368). Advisors are available Monday through Friday, 7 a.m. to 7 p.m. Central time.

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

The Office of Alumni Relations connects alumni with the university and the greater Walden community, serving as a central hub for information, professional development, benefits and services, and volunteer opportunities.

When students graduate from Walden, they become a part of a network of more than 85,000 alumni and have the opportunity to join an interactive online community, myWaldenAlumni.com. The free membership in the alumni association gives alumni access to a variety of exclusive resources, networking tools, and other opportunities that can benefit each alumnus personally and professionally:

- The Alumni Library. Enhance research endeavors with 24-hour access to the online alumni library.
- News and Photos. Stay current with online news postings, event photos, an e-newsletter, and an electronic version of Walden's alumni magazine.
- Networking Events. Learn about professional development and career opportunities, exclusive alumni events, Walden community events, and volunteering efforts in the local area.

- Alumni Directory. Find fellow graduates and share experiences and accomplishments at Walden.
- Career Insider. View jobs, read career articles, watch videos, and get updates daily with career news selected for Walden alumni.

Walden graduates are also eligible to:
- Become a Walden Alumni Ambassador, to mentor prospective students and inspire others through the Walden story.
- Receive the Outstanding Alumni Award.
- Save on tuition as a lifelong learner, continuing one's education at Walden.

For more information, students can reach out to alumni@waldenu.edu or 1-877-235-3561.

See also Life After Graduation.

Life After Graduation

Walden University is the alma mater of approximately 85,000 alumni from more than 145 countries around the world. All of our alumni are supported by an active alumni association, which keeps our graduates connected through myWaldenAlumni.com and our biannual alumni publication, Walden magazine.

Benefits of the Alumni Association

As a member of the Walden Alumni Association, you can benefit from many resources and incentives only available after you complete your program. Gain access to the alumni library, which can help you with your research endeavors; connect with fellow alumni through our alumni directory; take advantage of Career Insider, which allows you to view jobs, read career advice, and watch videos; and receive a 15% tuition reduction when you continue your educational journey with Walden. Explore the benefits now.

Walden Magazine

Walden magazine is published twice a year to coincide with our winter and summer commencement ceremonies. Within its pages, you can read about the accomplishments and achievements of many of our alumni as they share their stories, offer advice, and tell us how they are living Walden's mission of social change.

Commencement Celebrations

Walden's biannual commencement ceremonies are a great opportunity to reconnect with friends and faculty members and to welcome new graduates into the alumni community. Join the Walden community in Florida and Maryland to meet new alumni and their guests from around the world.

Visit www.myWaldenAlumni.com/commencement to learn more.

Get Involved

We want you to remain active in our community long after you receive your diploma. You can get involved by:
- Becoming an Alumni Ambassador and sharing your experience with future students.
- Referring friends, family members, and colleagues you think would benefit from earning a Walden degree.
- Attending an alumni event either virtually or in your area.

Alumni Accomplishments

Read about the professional accomplishments of our alumni. Choose from the schools below:
- The Richard W. Riley College of Education and Leadership
- School of Counseling
- School of Health Sciences
- School of Management
- School of Nursing
- School of Psychology
- School of Public Policy and Administration
- School of Social Work and Human Services
- College of Undergraduate Studies

Learn more about the Alumni Association at myWaldenAlumni.com.

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@waldenu.edu.

Phone: 1-800-925-3368 (1-800-WALDENU) and follow the options for the Bursar office.

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 academic 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.

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.

Center for Student Success

The Center for Student Success provides student services that support the academic and professional growth of Walden University students. These services foster degree completion and engage students in learning communities through student-centered programs and services.

Click on a link to view the following student services provided by the Center for Student Success:
- Academic Skills Center
- Career Services
- Library
- Writing Center

Academic Skills Center

The mission of the Academic Skills Center's staff and faculty is to provide Walden students with courses, one-on-one tutoring, tools, and strategies that support their success in developing skills foundational to their coursework. Visit our website to learn more.

Academic Skills Center Tutoring Services

The Academic Skills Center at Walden University offers free, individual tutoring support to students across the university in areas such as statistics, math, SPSS, accounting and finance, Microsoft Word, and Excel. Our tutoring team can assist students with areas such as understanding general concepts, clarifying homework assignments, and locating additional resources to support understanding learning objectives. The Academic Skills Center Tutoring Services website hosts an array of information related to tutoring guidelines, how to make an appointment, and more information about our services.

Doctoral students who are conducting quantitative studies can also receive tutoring support for assistance with areas such as: general concepts, tests, SPSS, statistical tools, and data formatting and output. For more information about the types of resources the Academic Skills Center offers doctoral students, visit our website.

Students interested in 1:1 tutoring should contact the Academic Skills Center Tutoring Services for more information at ASCTutoring@Waldenu.edu.

In addition to one-on-one tutoring, the Academic Skills Center Tutoring Services regularly hosts free webinars and a Skill-Builder series focused on topics related to statistics, SPSS, MS Office, and more. Walden students are invited to register for sessions to assist with their learning. Additional follow-up resources, including archives of the ASC webinars are available on the Academic Skills Center YouTube channel.

Student Success Courses

The Academic Skills Center in the Center for Student Success offers several courses designed to improve Walden University students' knowledge and skills in critical thinking, reading, writing, crafting a literature review, preparing for academic and professional examinations, and effective assignment strategies. These courses were designed to help students successfully complete their academic program.

Credit is granted for successful completion of each student success course but does not apply toward degree program requirements. All classes are pass/fail.

Courses include
- Skills for Academic Integrity
- A Practical Course in APA Style
- Advanced Reading Strategies
- Critical Thinking and Logic
- Graduate Writing for Non-Native English Speakers
- Graduate Writing: Evaluative and Persuasive Composition Skills
- Succeeding on Professional and Academic Exams
- Effective Assignment Strategies
- Effective Essay Strategies
- Writing a Literature Review

Most courses are available to master's and doctoral students in both quarter-based and semester-based programs. Students enrolled in bachelor's programs may take Skills for Academic Integrity. Course length varies depending on the program and specific course. Descriptions of all Student Success courses appear in the Walden University Catalog.

Career Services

The Career Services Center helps Walden students proactively manage their careers. Students gain a quick overview of the Center's services and resources by watching a Career Services Overview webinar. They may schedule a telephone advising appointment through the online scheduling system available on the myWalden portal. During an individual career advising appointment, the Career Services Advisor and the student discuss the student's background and qualifications and set goals for future advising appointments. Advice is tailored to each student's individual needs.

The Career Services Center also offers online resources for job opportunities and professional associations, strategies for networking and interviewing, and templates and advice for résumé and curriculum vitae development. Using the Center's OptimalResume system housing more than 100 sample resumes, students may develop a résumé, curriculum vitae, electronic portfolio, and a personal website to house their materials.

Each month, the Center offers live webinars on a variety of career-related topics. These webinars

are archived on the Career Services Center site for those unable to attend the live webinars. Our offerings include hands-on Skills Café webinars and the Doctoral Webinar Series and other webinars featuring faculty and alumni panelists discussing career options. All students and alumni are invited to join the Walden University Career Services Center LinkedIn group to post questions, share advice and build their professional networks.

Students may access the online Career Services Center via the *myWalden* university portal.

E-mail: careerservices@waldenu.edu. Phone: 1-800-925-3368 (1-800-WALDENU).

Library

The library provides the Walden community with skills and tools for finding, retrieving, analyzing, and using information, and for supporting information literate, lifelong learners.

Accessible through the Walden Library website and also through each student's myWalden university portal, the library also provides many tutorials and guides to help students make the best use of the library and their time.

To contact the library:
- E-mail via an online form: Ask A Librarian
- Phone: 1-855-764-4433

Electronic Resources

The Walden University Library provides a number of electronic scholarly resources for students' use. The library contains more than 164,703 electronic books and more than 64,136 full-text journals. The library's 107 databases focus on disciplines covered by Walden degree programs. The complete list of library collections can be found here.

Document Delivery Service

Walden University students can request articles and copies of book chapters not available in the Walden library. The document delivery service supports the work of doctoral capstone students and other students with research-intensive needs. For the detailed policy regarding document delivery, see the Document Delivery page on the Walden Library website.

Reference and Instruction Services

The Walden Library provides reference service via phone (1-855-764-4433) and online web mail form.

Reference hours (Eastern time) are
- Monday–Thursday: 8 a.m. to midnight.
- Friday: 8 a.m. to 6 p.m.

- Saturday–Sunday: 2 p.m. to 10 p.m.

The Walden librarians are available to assist students with their research questions, help them find articles in the Walden databases, suggest resources, and formulate search strategies. They also create tutorials and course and assignment guides students can use to learn more about the Walden library and hold live library labs that can help students improve their searching skills. The library also contributes to the university's growing FAQ, Quick Answers, a 24/7 searchable database of resources to answer students' most frequently asked questions about not just the library, but nearly all student support services.

Library Access

The library works with the Disabilities Office to provide materials for students with disabilities. See the library access policy.

Writing Center

The Walden University Writing Center is committed to helping students develop as writers by providing exemplary writing instruction, feedback, and resources for students and faculty. The staff of dedicated professionals supports these stakeholders in building and applying their writing skills as scholars, practitioners, and agents of positive social change.
The Writing Center offers one-on-one paper reviews, paper templates, interactive resources, webinars, and more. In addition to these student-facing resources, faculty resources, such as the center's faculty toolbox, assists instructors in their work with students and their writing.

One-on-One Paper Reviews

One-on-one, asynchronous paper reviews are available to teach students how to improve their writing skills. These reviews are available to all students currently enrolled in Walden, and the scheduling system to access in this service is on the students' myWalden portal. Students can expect to receive comprehensive feedback on APA, voice and grammar, and cohesion and flow within 2 days of their appointment.

Have a general question about writing or APA? Take a look at the Writing Center website or send your question to writingsupport@waldenu.edu.

Disability Services

Walden University is committed to providing students with disabilities equal access to all its programs and services.

To register with the Office of Disability Services and request accommodations for a disability, contact staff at disability@waldenu.edu.
Accommodations are determined, on a case-by-case basis, by the director of Disability Services after review of medical documentation.

For further information, see the following policies:
- Face-to-Face Residencies
- Online Environment
- Requesting Leniency Based on Illness or Injury

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.

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@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

Some medical conditions are temporarily disabling and may require leniency for a limited amount of time. These do not include routine health issues, which should be manageable without any leniency because of the built-in flexibility of Walden's online courses. Such conditions may include surgery, accidents, severe illness, or any other significant medical condition that

temporarily impairs regular attendance or academic performance. These conditions do not meet eligibility requirements for registration with Disability Services or for legally mandated accommodations. However, Walden University understands students who experience a health crisis may need leniency on deadlines for a short time. See Walden's Request for Leniency procedure and form to address temporary medical conditions.

Walden's online courses are designed to allow students ample time to complete assignments even during times of illness or injury. If students feel they have experienced an exceptionally challenging health issue that has impacted their ability to meet an assignment deadline or that has had major impact on their performance in a course, they may request that their instructor(s) consider offering them extra time.

The instructor alone determines if any delay in submission is acceptable, whether or not explained by a medical issue. Faculty are to not solicit medical documentation from students but may ask that claims of medical or related sensitive issues impacting a student's ability to meet deadlines are verified by the university.

If so, submit medical documentation to medicaldocumentation@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 receiving 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@waldenu.edu with originals retained to avoid mishandling of medical documentation. Do not send medical documentation directly to faculty.

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

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

Communicating With Instructors

- Students are responsible for keeping their contact information accurate and current. Students may update their contact information by changing it on their myWalden university portal or by e-mailing changes to infochanges@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@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. Programs or courses may have more stringent guidelines in some areas, so students and faculty should refer to the course syllabus for the guidelines and policies for a specific course.
- Providing timely and substantive feedback in the electronic classroom and to all student assignments and final products — Faculty members will return graded classroom assignments within 10 calendar days, and return research drafts (for KAM, theses, dissertations, and doctoral studies) within 14 calendar days. *Programs or courses may have more stringent grading guidelines in some areas, so students and faculty should refer to the course syllabus for the grading guidelines and policies for a specific course.*
- Maintaining high ethical and quality standards in their evaluation of student work.
- Participating in scholarly, university service, and professional development activities.
- Responding to all student inquiries within 48 hours — If additional action is required, the faculty member will respond to the student within 48 hours and complete appropriate action within 14 calendar days.
- Completing appropriate action on materials received from students within 14 calendar days of their receipt.
- Notifying students when they plan to be unavailable for longer than a week and arranging instructional coverage during their absence, with their academic unit leadership (program director, 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.

Faculty Members' Accessibility

Please note that these are university expectations. Programs or courses may have more stringent guidelines in some areas, so students and faculty should refer to the course syllabus for the guidelines and policies for this specific course.

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' Feedback

Faculty members are to return graded classroom assignments that are submitted by the due date to students within 10 calendar days of the assignments' due dates for coursework in classrooms, and within 14 calendar days of the due date for manuscript drafts (including KAMs, theses, doctoral studies, and dissertations) in research forums. Faculty members are to provide a grade and also written, formative feedback on assignments. Assignments that are submitted late may be

graded with feedback in the time frame of the instructor. Late assignments may receive minimal feedback other than the grade. The faculty member is expected to give priority to assignments submitted on time.

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 48 hours, excepting holidays and weekends. Responses to e-mails that require more content analysis may extend beyond 48 hours, although faculty members should communicate to students within 48 hours, excepting holidays and weekends, 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.

Financial Aid

The Office of Financial Aid processes applications for federal student aid and handles all questions relating to federal financial aid.

E-mail: finaid@waldenu.edu.

Phone: 1-800-925-3368.

See also Section 5. Tuition and Financial Aid

International Student Support

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@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.

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
- Dr. Fons Trompenaars on Culture 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
- Waltzing Matilda Misunderstanding (examples of people NOT understanding meaning and context) 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
- The GI Bill® www.gibill.va.gov*
- Support for Military Personnel and Their families
  www.usa.gov/Federal_Employees/Active_Military_Family.shtml
- Operation Homelink 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@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@waldenu.edu.

Registrar

The Office of the Registrar, which can be reached at 1-800-925-3368 (1-800-WALDENU) or reghelp@waldenu.edu, does the following:

For Student Records

- Maintains student education records for all students in all academic units at Walden University
- Processes and verifies student grades and issues grade reports upon request
- Audits the completion of degree requirements and issues diplomas
- Assists with completion of lenders' loan deferment paperwork
- Supports the academic units by processing requests for leaves of absence, withdrawals, reinstatement, and readmission
- Processes matters related to Veterans Affairs benefits and certifications
- 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 Support Team

Once students enroll in their first course, Walden's Student Support Team is available 24 hours a day, seven 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 Student Support Team also serves as initial support for

- Bursar
- Registrar
- Order processing and fulfillment of course materials

The Student Support Team can be reached by

- Clicking on the "Support" tab through the myWalden university portal and submitting requests in writing or through live chat
- Calling 1-800-WALDENU (1-800-925-3368)
- E-mailing support@waldenu.edu

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

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.

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 Vista/7 or Mac OS X with virtualization software (like Parallels with Windows OS)
- 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 (Internet Explorer ver. 9.0 or higher or Firefox's current and next most recent releases).
- 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 Mobile Learn 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 Technology Responsibilities under Technology Policies.

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 Student Support Team throughout their program.

The Student Support 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@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.

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.

Student Technology Responsibilities

- Student Responsibility for Technology

- Student Responsibility for Technology Backup Plan

Student Responsibility for Technology Requirements

Many courses use additional or downloadable software. In a few instances, these software packages are for PCs only. For example, one course in the Master of Business Administration specialization in Project Management uses Microsoft Project.

- If students are Mac users, it is their responsibility to make appropriate arrangements to use PC-required software in those few instances (such as the example above) when comparable Mac software does not exist, in order to achieve the learning objectives in the class
- Walden recognizes that students can use alternate software to achieve the same results for a given task/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/assignments that are to be submitted in that format.