response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6552 - Psychology of Motivation at Work♦

(5 cr.) The course will provide an in-depth study of major topics in micro-level organizational behavior. Accountability, organization citizenship behaviors, forms of organizational attachment, motivation, goal theory, and issues of equity and justice will be covered.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6573 - Child and Adolescent Health♦

(5 cr.) This course covers diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6574 - Women's Health♦

(5 cr.) This course examines healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging. ***Note:*** This course examines healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6579 - Job Perceptions and Experience♦

(5 cr.) The course will provide an in-depth study of major theories of job attitudes, as well as their antecedents, correlates, and consequences. Topics will include job satisfaction,

organizational commitment, organizational citizenship behavior, withdrawal behavior, and counterproductive organizational behavior. Application of learning will be demonstrated through an applied attitude survey research project assignment.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6700 - Psychology and Social Change♦

(5 cr.) In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6701 - Culture and Psychology♦

(5 cr.) This course explores the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, this course focuses on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6704 - Ethics and Standards of Psychology♦

(5 cr.) This course examines the psychologist‘s principles of conduct, code of ethics, and standards of practice. The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. The course also addresses issues of professional development, such as supervision, peer consultation, and continuing education.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6705 - Ethics and Standards of Professional Practice♦

(5 cr.) What constitutes fraudulent practice and how can psychologists avoid it? In this course, students have the opportunity to answer questions such as this as they examine the psychologists' principles of conduct, code of ethics, and standards of practice. They identify and analyze the guidelines for practice in specific psychological services and with identified populations, and they assess the ethical, decision-making process. Students engage in weekly discussions on topical issues, including informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. They also consider the function of professional development, such as supervision, peer consultation, and continuing education, in reaching career goals and acquiring more diverse skill sets.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6706 - Advanced Social Psychology♦

(5 cr.) Students in this course are provided with an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Students devote special attention to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. They explore and discuss topics related to small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. Students demonstrate their understanding of theories and concepts through a final analysis of a social problem occurring in their own community for which they propose an intervention to ameliorate the problem. *(Prerequisite(s):* PSYC 6245, PSYC 6305, and PSYC 6310.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6706 - Advanced Social Psychology

(5 cr.) Students in this course are provided with an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Students devote special attention to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. They explore and discuss topics related to small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. Students demonstrate their

understanding of theories and concepts through a final analysis of a social problem occurring in their own community for which they propose an intervention to ameliorate the problem. *(Prerequisite(s):* PSYC 6245, RSCH 6100Y, and RSCH 6200Y.)

PSYC 6710 - Clinical Neuropsychology♦

(5 cr.) Students in this course are provided with an introduction to the field of clinical neuropsychology—a subfield of psychology that deals with the treatment of patients with injuries to the brain or neurocognitive disorders. Students explore and discuss cortical organization, including functions, anatomy, and neuropathology, and higher cortical functions of memory, language, emotions, attention, and perception in disordered brain functions in adults. They also examine neuropsychological approaches, including cognitive neuropsychology. Students share with their peers assessments of current articles relevant to contemporary issues in neuropsychology. They also apply course concepts through a literature review and final paper on a topic of choice in the field. *(Prerequisite(s):* PSYC 6225.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6712 - Clinical Child Neuropsychology♦

(5 cr.) Neuropsychology is a vast field evolving at a rapid pace. Clinicians working with children must understand the underlying science and core theories, but they must also keep abreast of new research. Students in this course are introduced to foundations and current literature in clinical child neuropsychology. Students explore and discuss scientific, theoretical, and applied foundations of brain-behavior relations in children with neurological, learning, and/or behavioral disorders. They also engage in assignments focused on multidimensional, ecological, and sociopsychological perspectives relative to prevention, diversity, identification, and intervention with children. *(Prerequisite(s):* PSYC 6215 and PSYC 6225.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6718 - Psychology of the Exceptional Individual

(5 cr.) Students in this course examine the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. They learn ways to understand and work with individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Students explore topical issues, including inclusion, transition to adulthood, and multicultural diversity. Through this course, students work toward gaining the knowledge and skills for developing research-based educational and therapeutic interventions.

PSYC 6719 - Developmental Psychopathology

(5 cr.) In this course, students learn about formal psychopathology, including emotional and behavioral disorders and classification systems of infants, children, and adolescents. Students examine contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual's outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. They examine and discuss literature and topics related to assessment, diagnosis, and treatment; a wide range of disorders and disruptive behaviors; and abuse and neglect. Applying course concepts, students assess case studies of diagnostic issues for a contemporary and practical understanding of psychopathology. *(Prerequisite(s):* PSYC 6220 and PSYC 6225.)

PSYC 6720 - Diagnosis and Assessment♦

(5 cr.) Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Though coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6721 - Advanced Psychopathology♦

(5 cr.) In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization. *(Prerequisite(s):* PSYC 6220.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6722 - Counseling and Psychotherapy Theories♦

(5 cr.) There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the

history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6723 - Multicultural Counseling♦

(5 cr.) Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability. *(Prerequisite(s):* Counseling Residency I.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6724 - Child Psychotherapy♦

(5 cr.) What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization, intake interviews, psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of development, cross-cultural aspects of play and their meanings as well as issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy. *(Prerequisite(s):* PSYC 6215.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6725 - Group Therapy♦

(5 cr.) Students in this course are provided with a comprehensive review of clinical and counseling approaches to group therapy. Students examine the theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy. Through an in-depth literature review as well as weekly discussions and written assignments, students focus on various types of groups, the efficacy of using group therapy as the treatment method with various multicultural

populations, the stages of group development, and related professional and ethical considerations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6726 - Couples and Family Counseling♦

(5 cr.) An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6727 - Religion and Spirituality in Counseling and Therapy♦

(5 cr.) Religious and spiritual movements as well as the interactions and divergences between religion and spirituality are topics that can emerge in counseling or therapy. Professionals must be prepared to discuss these issues and incorporate them into therapy with their clients. In this course, students explore and discuss religious and spiritual values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, methods to handle religious/spiritual materials and themes presented by clients, and cultural considerations that may intersect with religion and spirituality related to race, ethnicity, and nationality. Other topics that students consider include sex and gender roles, sexual orientation, and treatment techniques. Employing critical-thinking and scholarly-writing skills, students apply concepts to weekly journal assignments and synthesize knowledge into a final paper. Students also reflect on course material to identify their own attitudes toward religion, and they consider how they can address issues of religion and spirituality in a professional context.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6728 - Substance Abuse Counseling♦

(5 cr.) The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field

of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6729 - Grief Therapy♦

(5 cr.) Students in this course examine grief theory and related processes, tasks, and mediating factors, including age of the bereaved and deceased, type of death, and relationship with the deceased. They explore coping and coping interventions, dealing with grief in childhood and adolescence, and dealing with grief associated with the loss of children. Students also consider how to address diversity issues related to race, ethnicity, nationality, sexual orientation, sex and gender roles, and spirituality and religion. Students engage in practical assignments that emphasize research-based intervention techniques.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6730 - Advanced Grief Therapy♦

(5 cr.) In this course, students explore grief dynamics resulting from complicated grief, trauma, multiple loss, and disasters (both natural and human-caused). Students complete multiple assignments, focusing on acute stress and post-traumatic stress disorder (PTSD) as well as cultural factors in the assessment and treatment of those diagnosed with PTSD. They further explore content and share perspectives through discussions on related topics, such as homeostasis, prevention interventions, PTSD conceptualizations, character development and attachment theory, memory and information processing, legal and ethical considerations, and additional insights and reflections. *(Prerequisite(s):* PSYC 6729.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6732 - Medical Crisis Counseling♦

(5 cr.) Patients and families coping with life-threatening illness often present with acute and chronic stress and psychological issues. In this course, students assess these issues to learn the fundamentals of providing therapy in medical crisis situations. Students explore points of access in the disease process as well as characteristics and treatments of diseases, focusing on appropriate interventions. Additionally, students examine preferential treatment or lack thereof based on social class, visible family/social support, age, race/ethnicity/nationality, sexual orientation, and religion/spirituality. Students apply concepts learned in the course to the review of recent, professional research articles related to counseling patients with medical conditions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6740 - Disaster, Crisis, and Trauma♦

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6741 - Psychology of Terrorism♦

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6742 - Conflict, Conflict Resolution, and Peace♦

(5 cr.) Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict

resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6743 - Psychopharmacology♦

(5 cr.) Psychologists working in psychopharmacotherapy are responsible for having in-depth knowledge of psychiatric disorders and psychotropic medications prescribed to treat these disorders. Students in this course are provided with an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Students explore the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. They also engage in discussions focused on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; and other psychological disorders as described in the DSM-IV-TR. Students practice scholarly-writing skills in APA style through a final research paper on a topic of interest related to psychopharmacology. *(Prerequisite(s):* PSYC 6225.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6744 - Psychopathology♦

(5 cr.) This course provides an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6745 - Health Psychology♦

(5 cr.) Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their

understanding of course material and consider how topics apply to their personal and professional life through the development of taskforce papers, a health brochure, and a final essay.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6746 - Behavioral Nutrition♦

(5 cr.) Providing patients with positive support and information about nutritional choices can often alleviate symptoms of disease as well as mitigate the need for further therapeutic or medicinal treatment. Students in this course explore the interaction between behavior and nutrition. They examine the fundamental principles of human digestion and nutrient metabolism, specific nutrient requirements of the brain and brain metabolism of nutrients, and effects of nutrients on brain function. Applying these principles, students critically examine and discuss current trends in behavioral nutrition and conduct nutritional assessments. *(Prerequisite(s):* PSYC 6225.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6747 - Psychoneuroimmunology♦

(5 cr.) In this course, students examine the current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the mind/body interaction, its effects on overall health through modulation of the immune system, and mind/body interventions. Students explore recent advances in medical science that have contributed to the knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness. *(Prerequisite(s):* PSYC 6225 or 8226 and PSYC 6748 or 8748.)

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6748 - Stress and Coping♦

(5 cr.) Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts. *(Prerequisite(s):* PSYC 6225.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6749 - Foundations of Industrial/Organizational Psychology♦

(5 cr.) This course introduces students to the field of industrial/organizational psychology. The major focus is on organizational theories and practices impacting the individual, group, and organization in a variety of industrial and organizational settings. Students learn to translate research and theory into practice in areas such as personnel selection, training, performance, and management, as well as in team and organizational development and change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6750 - Leadership Development♦

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6751 - Leadership Coaching: Process and Practice♦

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6752 - Leadership Coaching: Application♦

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6753 - Career Counseling

(5 cr.) This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

PSYC 6754 - Personnel Psychology in the Workplace♦

(5 cr.) In this course, students explore the application of psychological theory and practice to human resources activities in organizations. They examine related topics, including job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. Through a group project case study, students research, assess, and share critical issues in personnel psychology. They also demonstrate their ability to conduct effective research and review literature through a final research paper on a topic of interest related to course content and theory. *(Prerequisite(s):* PSYC 6749.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6755 - Leadership and the Process of Change♦

(5 cr.) Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change. *(Prerequisite(s):* PSYC 6749.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6756 - International/Cross-Cultural Issues in Organizations♦

(5 cr.) International and cross-cultural factors often influence organizational, group, and team processes and functions. Students in this course examine workplace issues arising from diverse cultural contexts. Students explore international and cultural comparisons of work motivation, communication, leadership, and decision making as well as organizational structures and characteristics. They examine sources, management of conflict, and conflict resolution strategies. Students also have the opportunity to gain practical insight as they assess and present to the class an international or cross-cultural issue in an organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6758 - Psychology of Organizational Behavior

(5 cr.) This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications. *(Prerequisite(s):* PSYC 6749.)

PSYC 6760 - Psychology and the Media♦

(5 cr.) In an age of technological innovation and virtual spread of knowledge, there are many different types of media, which often affect individuals, groups, and cultures. Students in this course explore the psychological impact of the media as it relates to violence, prosocial behaviors, sex and pornography, advertising, news and politics, special populations, and culture and the global community. They also examine legal and ethical issues related to psychology and the media as well as the impact of the media on social change. Students engage in assignments designed to provide practical application of content on media psychology, the effects of media violence and pornography, the impact of advertising, news manipulation, global disasters, and other applicable topics.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6761 - The Psychological Impact of Film and Television♦

(5 cr.) Film and television can have a major impact on society as they help us to understand our history, current culture, social norms, and personal interactions. In this course, students examine this impact on cognitions, attitudes, emotions, physiology, and behaviors. They explore and

discuss the psychological impact of creative production elements, including cinematography, music, editing, timing, and sequencing; agenda setting, priming, and framing; propaganda; celebrities; the televising of sports; and portrayals and representations of various cultural groups and professions. Students also examine techniques used to develop media literacy, and they consider how film and television can elicit social action.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6762 - The Psychological Impact of the Internet and Mobile Technologies♦

(5 cr.) The Internet and mobile technologies have increased the immediacy and accessibility of information and have provided a global platform for the expression of creativity and new ideas. Students in this course explore how the Internet and mobile technologies affect how people think, view the world, gain information, and record and interpret history. They examine and discuss the use of the Internet and mobile technologies for socialization, entertainment, news and information, terrorism, politics, commerce and advertising, health, education, and work. Applying course concepts and theories, students demonstrate knowledge through a final paper or presentation in which they examine how the Internet and mobile technologies psychologically impact their personal lives and the lives of their family and friends.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6763 - Principles of Instructional Design♦

(5 cr.) Students in this course are presented with an overview and critical analysis of various instructional methods and techniques, including their historical, psychological, and social foundations. Students analyze specific instructional applications in various settings and through multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. They apply prior knowledge of learning, development, and cognition to understand these applications. Students also consider and discuss the major challenges affecting curriculum design as well as potential future trends. Demonstrating understanding of course concepts, students critically analyze and present current issues in instructional design through collaborative projects. *(Prerequisite(s):* PSYC 6235 and PSYC 6765.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6764 - Instructional Design for Online Course Development♦

(5 cr.) In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture.

Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field. *(Prerequisite(s):* PSYC 6763.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6765 - Educational Psychology♦

(5 cr.) In this course, students examine the variables related to teaching and learning to understand how educational psychologists contribute to teacher effectiveness, student motivation, and overall academic achievement. They assess teaching methods, learning environments, curriculum development, educational achievement, and characteristics of teachers and learners. They also explore educational assessment, environmental issues, and educational research techniques. Students complete an article summary through which they explain the rationale, methods, findings, and implications of a current research issue. Sharing their topical summaries with the class, students gain multiple perspectives and make connections within the field of educational psychology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6766 - Teaching of Psychology♦

(5 cr.) Students in this course examine techniques and issues related to teaching psychology at the college/university level. They examine aspects of the adult development process, teaching skills, rapport with students, and course and classroom management. Students also explore classroom communication and ethical issues relevant to both instructors and students. Demonstrating their knowledge and communicating perspectives, students complete writing assignments on topics related to teaching psychology. They also have the opportunity to gain practical experience and constructive feedback as they lead discussions, assign grades, and evaluate other student teachers.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6770 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.) Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terroristic threats while simultaneously upholding and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terroristic 297 legislation and

policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

PSYC 6771 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.) Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

PSYC 6772 - Critical Incident Planning and Leadership

(5 cr.) Who is responsible for emergency management and what elements should be included in an emergency management plan? Students in this course have the opportunity to answer such questions as they examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students analyze case studies, identifying weaknesses in current methods as well as potential solutions. Through this analysis, students develop new strategies and perspectives in regard to responding to and planning for critical incidents. This course provides a basic foundation for public administrators or students planning to enter the field of public administration to develop a critical incident plan and gain a thorough understanding of leadership models and methods.

PSYC 6775 - Strategic Context of Public Management and Leadership

(5 cr.) Public policy implementation can take place in either a public organization, a private one, a nonprofit one, or a combined or networked one. This course engages learners in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Learners are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose it is to implement public policy.

PSYC 6776 - Transformative Change in a Shared-Power World

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of

personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

PSYC 6777 - Essentials of Public Health: A Case Study Approach♦

(5 cr.) Natural and human-caused disasters continue to affect society, facilitating the need for professionals who possess an overarching understanding of the foundational concepts of public health as well as knowledge of awareness and preparedness. Students in this course evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. They explore these facets through case studies, hypothetical scenarios, and journal articles. Although the main focus of this course is on the public health system in the United States, students also address global issues and views of public health on a global level.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6778 - Social, Behavioral, and Cultural Factors in Public Health♦

(5 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6780 - Seminar in School Psychology

(5 cr.) Prospective school psychologists are introduced to the field of school psychology in this course. Students explore a variety of related topics, including the role and function of the school psychologist; legal, ethical, and professional issues; fieldwork experiences; research methods; and emerging technologies. They apply concepts learned in the course to a personal plan to prepare for certification in school psychology. Sharpening creative and critical-thinking skills, students also develop fact sheets on topics relevant to the psychological well-being of children and adolescents.

PSYC 6781 - Psychopathology from a Clinical Perspective♦

(5 cr.) Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that

impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6784 - Psychological Consultation♦

(5 cr.) What is the role of consultation in the delivery of psychological services and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6785 - Prevention: Research and Practice♦

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6790 - Introduction to the Nonprofit Sector

(5 cr.) Nonprofit organizations (NPOs) can serve to positively affect people‘s lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the

course to the development of a concept paper guiding the development of a nonprofit organization.

PSYC 6791 - Organizational Management and Leadership♦

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6792 - Finance and Budgeting for the Nonprofit Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in the nonprofit sector. In this course, students examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students learn about the theories underlying fiscal policy, and they read and analyze budgets, financial statements, and financial reports. They also explore and discuss related topics, such as auditing practices; financial relationships with government, donors, and other sources of revenue; financial management; budgetary reform; and financial technology systems. Students apply theories and concepts presented in the course to the development of budget and financial projects relevant to nonprofit organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6793 - Board Governance and Volunteer Management♦

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6794 - Resource Development♦

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6805 - Holistic Psychology♦

(5 cr.) Holistic psychologists provide therapy to patients by incorporating all aspects of the individual, including mental, physical, and spiritual. Students in this course are provided with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. While focusing on the integration of various perspectives, students also examine states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. They share perspectives and assess current issues through discussions, and they demonstrate knowledge through a final written assignment on a major topic of choice related to holistic psychology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6810 - Community Psychology♦

(5 cr.) Through collaborative research and action, community psychologists work to enhance the well- being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and consider how these factors are likely to influence their work as community psychologists.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6815 - Contemporary Gerontology/Geriatric Psychology♦

(5 cr.) Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6820 - Successful Practice Management♦

(5 cr.) Students in this course examine management principles and practices for applied and consulting psychologists. They explore various professional tasks, such as setting client goals; developing treatment/intervention plans; coordinating treatment and assessing progress; scheduling and billing; managing risk; supervising staff; and keeping abreast of current research, legal, and ethical issues. Students also address practice demographics and systematic intake procedures. Through the design of a business plan or strategic analysis, students research and explicate a specific issue or topic presented in the course. *(Prerequisite(s):* PSYC 6705.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6825 - Psychology of Gender♦

(5 cr.) Gender has been the focus of many stereotypes developed over time; but how much does the biological sex of an individual actually influence one‘s behavior, development, or emotions? Students in this course are introduced to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Students apply current gender research to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. They also engage in readings and assignments that emphasize the responses of women and men to life stresses, women as clients in psychotherapy, and the increasing role of gender research in the mental health professions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6830 - Psychology of Sexuality♦

(5 cr.) In this course, students explore sexuality through a variety of frameworks, including historical, psychological, sociological, anthropological, biological, public health, and media and

cultural studies. Using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity, students examine traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response; variations across the lifespan; sexual communication; love and interpersonal attraction; and sexual disorders. They also explore and discuss different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality as well as different expressions of gender identity from cross-cultural and interdisciplinary viewpoints. Students complete an integrative final paper incorporating research, ideas, and peer feedback from discussions on a topic related to the psychology of sexuality.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6900 - Advanced Seminar in Psychology

(1–5 cr.) This course is an advanced-level professional seminar with emphasis on current and emerging psychological theory, research, and/or practice; topics will vary. This course may have a residency seminar, depending on the topic. *(Prerequisite(s):* Vary by topic.)

PSYC 6901 - Advanced Seminar in Psychology: Foundations of Reading and Literacy Development

(5 cr.) Psychology students are provided with a foundation in reading and literacy and responds to the challenge of promoting higher levels of literacy achievement for all students in this course. Students explore historical and contemporary perspectives on reading, implications of brain research, an introduction to reading processes, and a study of parent involvement in education. They also examine and discuss topics related to assessments in reading, links between assessment and intervention, the three-tiered model, and the Response to Intervention (RTI) model.

PSYC 6902 - Advanced Seminar in Psychology: Curriculum Theory and Design

(5 cr.) Psychology students who plan to work in schools may be involved in curriculum design issues as a part of their employment. Through this course, students can acquire an understanding of curriculum theory and design as it applies to the district or departmental level. Students apply theoretical foundations of curriculum to solve curricular problems with emphasis on the theoretical, practical, and political complexity of curriculum work.

PSYC 6912 - Mental Health Law♦

(5 cr.) Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil

matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8000 - Foundations for Graduate Study in Psychology

(6 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

PSYC 8002 - Foundations for Graduate Study in Clinical Psychology

(5 cr.) Students in this course are introduced to Walden University and to the profession of clinical psychology. A foundation for success in online education and for academic and professional success as a scholar-practitioner and social change agent is provided. Students have an overview of the mission and vision of Walden, the student‘s program of study, and tools for success in the online program in the beginning of the course. The remainder of the course is a systematic introduction to clinical psychology as a profession. Topics include varieties of clinical practice, professional competencies, ethical and multicultural competencies, emerging issues, and organizations within the profession and clinical psychology. Course assignments focus on practical application of writing and critical-thinking skills, self-reflection, and promotion of professional and academic excellence.

PSYC 8002L - Foundations for Graduate Study in Clinical Psychology

(5 cr.) This course introduces students to Walden University and to the profession of clinical psychology. It provides a foundation for success in online education and for academic and professional success as a scholar-practitioner and social change agent. The beginning of the course provides an overview of the mission and vision of Walden, the student‘s program of study, and tools for success in the online program. The remainder of the course provides a systematic introduction to clinical psychology as a profession. Topics include varieties of clinical practice, professional competencies, ethical and multicultural competencies, emerging issues, and organizations within the profession and clinical psychology. Course assignments focus on practical application of writing and critical-thinking skills, self-reflection, and promotion of professional and academic excellence.

PSYC 8003 - Foundations for Graduate Study in Counseling Psychology

(5 cr.) Students in this course are introduced to Walden University and to the profession of counseling psychology. A foundation for success in online education and for academic and professional success as a scholar-practitioner and social change agent is provided. Students have an overview of the mission and vision of Walden, the student's program of study, and tools for success in the online program at the beginning of the course. The remainder of the course is a systematic introduction to counseling psychology as a profession. Topics include varieties of counseling practice, professional competencies, ethical and multicultural competencies, emerging issues, and organizations within the profession and counseling psychology. Course assignments focus on practical application of writing and critical-thinking skills, self-reflection, and promotion of professional and academic excellence.

PSYC 8005 - Business Concepts for the Organizational Development Professional♦

(5 cr.) Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others. ***Note:*** To register for this course, please contact the Academic Advising Team.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8101 - Introduction to Forensic Psychology♦

(5 cr.) Students in this course are provided with an expansive overview forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8113 - Ethical Issues and Professional Responsibilities in Forensic Psychology

(5 cr.) This course provides students with the contemporary knowledge needed to apply ethical practice and professional responsibilities while working as a forensic psychologist. The American Psychological Association‘s Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology-Law Society‘s Specialty Guidelines for Forensic Psychology are mainstays in this course. Additionally, the various roles and responsibilities of a forensic psychologist are covered.

PSYC 8115 - Writing a Quality Prospectus♦

(5 cr.) This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15-20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25-75 references), and a research, implementation, and evaluation plan for the solution of the problem.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8116 - Understanding Forensic Psychology Research

(5 cr.) This course aims to help the student better understand how to be an astute consumer of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, this course places emphasis on teaching the student how to critically read forensic psychology research and how best to apply research results to forensic clinical settings.

PSYC 8117 - Writing a Quality Prospectus in Psychology

(5 cr.) This five-credit course is focused specifically on the process of writing the dissertation prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement to be used in the dissertation. They will further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature, typically 25–75 references, and a research, implementation, and evaluation plan for the solution of the problem.

PSYC 8125 - Assessment in Forensic Psychology Settings

(5 cr.) This course covers the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile

evaluations, lie detection, custody evaluations, and many of the psychological tests and instruments that are used in these assessments. The course will provide a solid foundation of the knowledge of forensic psychology techniques and assessment rather than specific skills in administering and interpreting psychological tests.

PSYC 8131 - Theories of Learning

(5 cr.) The course will provide an in-depth study of modern learning theory, its historical context, theoretical ideas, research, and applications in various learning environments. The theoretical ideas of the major paradigms of learning, such as behaviorism, gestalt, cognitivism, information-processing, constructivism, and humanism, will be covered. The course will also include of a review of current theories of cognitive processes, such as language, memory, and intelligence, and how differences in cognitive level throughout the lifespan mediate learning of educational subject matters. *(Prerequisite(s):* PSYC 8760.)

PSYC 8135 - Criminal Behavior♦

(5 cr.) This course provides students with contemporary views and theories of maladaptive and criminal behavior. A broad conceptualization of criminal behavior, such as that which comes from the sociological and anthropological perspectives, is discussed. Theories and application of criminal profiling will be discussed. Additionally, more specific views of criminal behavior germane to groups such as psychopaths, serial offenders, and sexually violent predators will be addressed.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8201 - Social Cognition♦

(5 cr.) In this course, the student is oriented to key elements in social cognitive processing as a subspecialty of social psychology, including attribution theory, schema theory, social cognition relative to self, the role of attention/consciousness in social cognition, errors and biases in social thought, heuristics, person memory, affect and cognition, attitudes, social influence, and behavior relative to social cognition. *(Prerequisite(s):* PSYC 8247.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8202 - Survey Research Methods♦

(5 cr.) An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics will include survey design, administration, analysis, and addressing sources of bias. The course will also review theoretical and empirical research on question and questionnaire effects. The course prepares students in the practice of writing questions and designing questionnaires, both in general and in light of existing research. *Prerequisite(s):* RSCH 8100 and RSCH 8200.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8203 - Attitudes/Attitude Change♦

(5 cr.) This course will cover classic and contemporary models of attitudes, their functions, and how they are formed and maintained. The connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance will also be examined. *(Prerequisite(s):* PSYC 8247.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8204 - Intergroup Relations♦

(5 cr.) This course will provide an in-depth study of basic and applied research and theory on both group processes and group relations and could include some of the following topics: prejudice, discrimination, stereotyping, social categorization, minority and majority influence, group decision making, leadership, group structure, group socialization, bargaining and negotiation, intergroup conflict and cooperation, collective action and cognition, collective self and identity, social identity, language and identity, ethnic and cultural relations, and social dilemmas. *(Prerequisite(s):* PSYC 8247.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8207 - History and Systems of Psychology♦

(5 cr.) This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8208 - Career Assessment and Intervention

(5 cr.) This course is designed to provide students with basic knowledge of career-related intervention models and strategies. Students will be introduced to a variety of assessment measures and tools across several career-related domains (i.e., values, interests, beliefs, decision making). Students will become familiar with the process of assessing clients‘ vocational and professional interests through the use of both formal assessment instruments and interview. Students will become acquainted with the use of print and electronic resources, intervention

techniques, and assessment instruments used in career counseling across multiple settings, with specific attention given to multicultural applications. Special emphasis will be placed on administering and interpreting printed and computer-based assessments of career interests, beliefs, and values. Developmental considerations, as well as issues of cultural sensitivity and gender will be discussed. Approaches to integrating this information into career counseling and/or psychotherapy will be explored. It is expected that students have basic knowledge about the structure of occupations, career development theory and individual and societal issues in career development. Contemporary and emerging issues in career assessment will also be discussed.

This course has a required, skill-based, face-to-face in-residence component. The in-residence component is designed to be hands-on, interactive and will require students demonstrate basic competency in administering, scoring and interpreting results of several career instruments. The in-residence component of the course advances students‘ online learning and promotes skill-building that will generalize to _real-world‘ practice. Students will practice report writing, presentation, consultation, and feedback skills. Students are required to begin work on their own Career Development Portfolio.

This course is provided in-residence, which means that students will be dividing their time between online assignments and assignments completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. This format will allow students the opportunity to integrate the online didactic learning experience with hands-on skills demonstration.

PSYC 8211 - Contemporary Issues in Psychology♦

(5 cr.) Students in this course are provided with an advanced-level overview of the core areas, topics, and concepts in psychology as well as considerations for related contemporary issues. They engage in a variety of conceptual and application-based assignments on the biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students practice and develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes of diversity in their study and assignments.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8212 - Principles of Organizational Psychology and Development♦

(5 cr.) Students in this course are provided with the theoretical foundation for organizational inquiry. Students build on their knowledge of the contemporary business environment to gain a deeper understanding of how organizations function as well as how strategic design can affect efficiency and productivity. Students explore change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Sharpening critical-

thinking and creative skills, students employ course concepts to identify organizational development opportunities based on an in-depth analysis of an organization. Through this project, students gain awareness of practical strategies for organizational development efforts.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8213 - Strategic Talent Management and Development♦

(5 cr.) Successful organizations and businesses know that an effective way to achieve goals is to align business strategies with workforce talent. Students in this course learn how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. They explore and discuss a variety of topics, including talent acquisition and retention, workforce and succession planning, organizational communication, leadership, and performance management. Students apply concepts as they prepare a strategic talent management and development audit as well as an overall talent management and development strategy.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8214 - Consulting for Organizational Change♦

(5 cr.) Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8215 - Lifespan Development♦

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8216 - Dynamics of Contemporary, International, and Virtual Organizations♦

(5 cr.) Globalization, technological innovation, and market factors continually change the context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and recommendations for a specific organization‘s development efforts.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8221 - Psychology of Personality♦

(5 cr.) Professionals study personality in a variety of contexts to better understand the factors that compose an individual‘s psychological framework, including feelings, thoughts, and motivations. Students in this course are introduced to the major theories of personality and personality assessment approaches. Students examine research that supports multiple theories as well as basic concepts and principles of the various schools of thought. They also explore and discuss related topics, such as various aspects of psychology, including psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential, in addition to individual, cultural, and gender differences in personality. Students consider themes of diversity throughout the course.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8224 - Psychology of Work

(5 cr.) This course examines work and career development from a theoretical perspective. Major theories of vocational psychology are explored and integrated as students examine the critical role of work and vocation from a developmental perspective, spanning from childhood through late adulthood, and from a multicultural and global perspective. The meaning of work for individuals, groups, families, and societies is explored. Work will be also be explored in its interrelationship with family and other lifestyle roles and factors.

PSYC 8226 - Biopsychology♦

(5 cr.) An important branch of psychology, known as biopsychology, combines neuroscience with basic psychological models for the purpose of understanding how the brain and neurotransmitters influence human behavior. In this course, students examine the structure and functions of the central and peripheral nervous systems and explore the impact of neurobiology, endocrinology, and physiology on human behavior. They learn about brain functioning, including exploration of neural conduction; effects of neurotransmitters; sensory systems; and mechanisms of attention, memory, perception, and language. Students also explore literature addressing issues related to neuroplasticity, lateralization, and regeneration. Applying knowledge and skills gained throughout the course, students develop a final research paper through which they synthesize biopsychology concepts, critically analyze related research, and demonstrate APA-writing ability.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8229 - Psychopathology

(5 cr.) This course provides an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

PSYC 8232 - Consultation and Supervision in Psychology

(5 cr.) Students in this course examine the history, theory, process, and methods in the fields of psychological consultation and clinical supervision. Students will gain theoretical and empirical knowledge as well as the relevant practical skills needed to function as consultants and supervisors. Ethical and legal issues in providing consultation and supervision will be addressed. This course is provided in-residence, which means that students will be dividing their time between online assignments and assignments completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. This format will allow students the opportunity to integrate the online didactic learning experience with hands-on skills demonstration.

PSYC 8237 - Cognitive Psychology♦

(5 cr.) The course has a basis in cognitive neuroscience and begins by providing students with an overview of the history of the field and approaches used to study the mind. Students continue with an examination of the fundamentals of cognition. They examine various domains of cognitive psychology, including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem solving, expertise and creativity, and judgment and decision making); and emotions. Additionally, students explore individual and

cultural differences across domains. Students apply theories and concepts to analyze and report on the impact of cognitive psychological research on a contemporary issue of interest.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8238 - Cognitive and Affective Bases of Behavior♦

(5 cr.) This course reviews core theories of cognition and affect and their roles in human functioning. The course will review basic components of cognition, including knowledge acquisition, knowledge representation, language and various aspects of thinking, and emotions. There is also a focus on the multi-dimensional and interactive characteristics of human cognitive and affective functioning. A specific emphasis is placed on theories and research bearing on how cognition and affect interact in important areas of human functioning such as emotional regulation, construction of reality, motivation, psychopathology, and health.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8241 - Human Motivation♦

(5 cr.) What are the factors that drive human behavior and in what ways can professionals harness this information to help individuals achieve their goals? Through the exploration of historical and contemporary theories and perspectives, students in this course have the opportunity to answer such questions and gain foundational knowledge of the study of human motivation. Students examine the physiological, psychological, learned, social, cognitive, and emotional aspects of motivation. They work toward developing a conceptual understanding of theories associated with motivation, which they apply to personal, professional, and contemporary social issues. Students engage in readings and assignments that incorporate themes of diversity as they relate to human motivation.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8242 - Changing Health Behavior: Theory and Practice♦

(5 cr.) Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence. *(Prerequisite(s):* PSYC 8745.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8247 - Social Psychology♦

(5 cr.) Factors of cognitions and social behavior are at the root of nearly all experiences pertaining to individuals in society. In this course, students use the lens of social psychology to examine perceptions, attitudes, relationships and attraction, motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. Students apply knowledge and skills gained in the course to a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, students consider ways to extend lessons learned to their personal and professional lives to effect positive social change as scholar-practitioners.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8281 - Counseling Psychology Practicum I

(3 cr.) This course is the first of the four-course, year-long practicum sequence. This course enables students to engage in a supervised experience that integrates theory and research with practice. Working in collaboration with their site supervisor and course instructor, the students' practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

PSYC 8283 - Counseling Psychology Practicum II

(3 cr.) This course is the second of the four-course, year-long practicum sequence. Students continue their practicum applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Working in collaboration with their site supervisor and course instructor, the practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

PSYC 8284 - Counseling Psychology Practicum III

(3 cr.) This course is the third of the four-course, year-long practicum sequence. Students continue their practicum, applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Students bring closure to their work on real-world problems that they developed with their preceptors. Students evaluate and complete their practicum project and present their project in the workplace and in the online classroom.

PSYC 8285 - Counseling Psychology Practicum IV

(3 cr.) This course is the third of the four-course, year-long practicum sequence. Students continue their practicum, applying the principles and methods of empirically supported

treatments and approaches learned from their coursework. Students bring closure to their work on real-world problems that they developed with their preceptors. Students evaluate and complete their practicum project and present their project in the workplace and in the online classroom.

PSYC 8286 - Counseling Psychology Internship I

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare counseling psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas.

PSYC 8287 - Counseling Psychology Internship II

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare counseling psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas.

PSYC 8288 - Counseling Psychology Internship III

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare counseling psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas.

PSYC 8289 - Counseling Psychology Internship IV

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare counseling psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas.

PSYC 8290 - Clinical Psychology Practicum I

(3 cr.) This course is the first of the two-course practicum sequence. This course enables students to engage in a supervised experience that integrates theory and research with practice. Working in collaboration with their site supervisor and course instructor, the students‘ practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

PSYC 8291 - Counseling Psychology Practicum II

(3 cr.) This course is the second of the two-course practicum sequence. This course enables students to engage in a supervised experience that integrates theory and research with practice. Working in collaboration with their site supervisor and course instructor, the students‘ practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

PSYC 8292 - Clinical Psychology Internship I

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

PSYC 8293 - Clinical Psychology Internship II

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

PSYC 8294 - Clinical Psychology Internship III

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

PSYC 8295 - Clinical Psychology Internship IV

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

PSYC 8300 - Philosophical Foundations in Psychological Research♦

(5 cr.) Students are introduced to the nature of scientific discovery and explanation as it applies to the social sciences and to psychology in particular in this course. Students explore the etiology and epistemology of science, the relationship between philosophy and science, the nature of scientific explanation, and the progress of science (the ―paradigm"). They also examine philosophical movements that influence research and research priorities, including positivism, constructivism, and other post-modern research paradigms (including feminist, race, and gay/lesbian psychologies). Students apply concepts involving scholarly inquiry and research to various written assignments designed to provide practical application of content.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8304 - Statistics 1♦

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8305 - Statistics 2♦

(5 cr.) In this course, students review and expand on statistical techniques mastered in Statistics 1, such as the t-test, correlation analysis, ANOVA, and chi-square tests. Students explore underlying assumptions and applications of factorial, repeated measures (within groups), mixed-design ANOVA, multiple regression, and logistic regression. They learn statistical and analytical applications as well as how to critically read and write about psychological research—skills and techniques needed to complete the doctoral dissertation. Students also engage in analyses involving the use of the SPSS statistical software package. *(Prerequisite(s):* PSYC 8304.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8306 - Statistics 3

(5 cr.) Students in this course are provided with an introduction to multivariate statistics and their uses in the social sciences. Students explore a variety of topics, including data screening and cleaning, factorial ANOVA, analysis of covariance, multivariate analysis of variance (MANOVA), discriminant function analysis, multiple regression, logistic regression, path analysis, factor and principle components analysis, and structural equation modeling. Through contextual and application-based assignments, students focus on understanding theory and using SPSS to solve problems. *(Prerequisite(s):* PSYC 8305.)

PSYC 8310 - Qualitative Analysis♦

(5 cr.) There are five major traditions of qualitative research methodology commonly used in psychology practice: phenomenology, grounded theory, ethnography, biography, and case study. Through the context of each of these traditions, students in this course examine varying approaches to proposal planning, research design, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report. Students work toward gaining the knowledge and skills to design a qualitative research project that could serve as the foundation for thesis or dissertation work. *(Prerequisite(s):* PSYC 8304 and PSYC 8311.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8311 - Research Design♦

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects‘ protection. *(Prerequisite(s):* PSYC 8304.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8315 - Program Evaluation♦

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or

qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions. *(Prerequisite(s):* PSYC 8304 and PSYC 8311.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8316 - Tests and Measurement♦

(5 cr.) Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. *(Prerequisite(s):* PSYC 8304.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8320 - Advanced Methods in Mixed Qualitative-Quantitative Research Designs

(5 cr.) Students in this course are provided with the opportunity to gain an in-depth understanding of the use of qualitative and quantitative research designs in psychological research. Students assess a broad overview of paradigms that guide qualitative and quantitative research traditions, including logical positivism, post-positivism, pragmatism, and constructivism. Students review methods common to each tradition and engage in a comprehensive exploration of mixed-method approaches, including strategies for collecting, analyzing, and disseminating data as well as for incorporating both methods at all stages of the research project. Students engage in a variety of conceptual and application-based exercises to gain practical experience designing a mixed-method research project that could serve as the foundation for their dissertation. *(Prerequisite(s):* PSYC 8304, PSYC 8310, and PSYC 8311.)

PSYC 8331 - Interviewing and Observational Strategies♦

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor‘s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral

observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. ***Note:*** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8340 - Cognitive Assessment

(5 cr.) This course introduces students to historical and current theories of intellectual functioning. Students will critically analyze issues related to cognitive ability and achievement and develop competency in the administration, scoring, and interpretation of various standardized instruments designed to assess cognitive and intellectual functioning. Students will review and prepare written reports that summarize, interpret, and integrate assessment results with recommendations for prevention and intervention. There is an emphasis on ethical test use in a diverse society and linking assessment results to appropriate interventions and practice.

PSYC 8341 - Psychological Assessment: Cognitive

(5 cr.) Students in this course are introduced to basic skills related to cognitive and academic achievement testing. Students examine the theoretical basis, skill sets, and examples of psychological assessment. They learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. Students also engage in practical assignments, focusing on applied aspects of psychological testing. *(Prerequisite(s):* Matriculation into the Counseling Psychology or Clinical Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of *B* or better in PSYC 8316 or in another graduate course in tests and measurements.)

PSYC 8343 - Psychotherapy Interventions 2

(5 cr.) Students in this course learn methods of applying empirically supported treatment and interventions to client issues ranging from living problems to severe mental disorders in selected populations. Students gain hands-on experience implementing intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy. They engage in topical readings and course assignments that emphasize culturally competent interventions within an ethical framework for clinical practice. *(Prerequisite(s):* PSYC 8342 and PSYC 8344.)

PSYC 8344 - Interventions I

(5 cr.) The focus of this course is on the acquisition and demonstration of clinical and counseling skills in the context of empirically supported modes of intervention. Students apply skills in treatment-planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions.

PSYC 8345 - Interventions II

(5 cr.) This course explores the application of empirically supported treatment and interventions to client problems ranging from problems in living to severe mental disorders in selected populations. Students demonstrate the implementation of intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy, in the online and face-to-face classrooms. Culturally competent interventions are emphasized within an ethical framework for clinical or counseling practice.

PSYC 8346 - Clinical Psychopharmacology

(5 cr.) This course surveys basic neuropharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat mental disorders. The course covers basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions and dose-response relationships, structure of neurons, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems. Students also learn the actions of specific drugs and their effects on behavior and their uses in biological psychiatry.

PSYC 8350 - Personality Assessment

(5 cr.) This course is designed to introduce students to the theory and concepts relevant to objective personality assessment as well as to build the skills needed to administer, score, and interpret specific measures of personality and social-emotional functioning in a professionally and ethically responsible manner. The course is also designed to develop students‘ skills in selection of assessment methods, integration of all assessment data, case formulation, psycho-diagnosis, report writing, and treatment-planning based on assessment findings. This course has a skill-based, face-to-face required in-residence component, which is designed to be hands-on, intensive, and cumulative to promote learning and skill building that will generalize to ―real-world” practice. Students can gain experience in integrative report writing and begin to develop evidence-based consultation and test-interpretation feedback skills. Satisfactory completion of this demanding course is seen as an essential component of the core Professional Psychology curriculum. It will be important for students to demonstrate mastery of course requirements considered essential in the professional practice of psychology (professional knowledge, skills, and attitudes) at the required in-residence.

PSYC 8351 - Psychological Assessment: Personality

(5 cr.) Students are introduced to basic skills related to the assessment of personality. Students examine historical and theoretical foundations of personality tests, including the MMPI-2, BSI, NEO PI-R, and the Rorschach in this course. They learn to administer, record, score, and interpret specific measures of personality. Students also engage in practical assignments, focusing on applied aspects of psychological testing. Through a final project, students synthesize assessment data from cognitive and personality assessments into a formal written report. Students also engage in a skill-based, face-to-face residency requirement. *(Prerequisite(s):* Matriculation into the Counseling Psychology or Clinical Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of *B* or better in PSYC 6315/PSYC 8316 or in another graduate course in tests and measurements. Students must take the assessment

courses sequentially: PSYC 6341/PSYC 8341 Psychological Assessment: Cognitive prior to PSYC 6351/PSYC 8351 Psychological Assessment: Personality.) ***Note:*** This course requires students to submit a videotape of a mock assessment session; therefore, students must have access to a digital camcorder.

PSYC 8356 - Marriage, Couple, and Family Therapy

(5 cr.) This course provides a foundation in the theoretical perspectives and empirical framework necessary for marriage, couple, and family therapy. The theoretical perspective includes general systems theory and its applications, as well as psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Students learn to conceptualize presenting issues within a systemic perspective and context. Empirically based techniques for assessment and intervention of marriages, couples, and families are reviewed and analyzed.

PSYC 8390 - Thesis

(12 cr. minimum—6 cr. per term for minimum 2 terms) Students in this course are provided with the tools to integrate their program of study logically and comprehensively into an in-depth exploration of a topic of research interest. Students may choose either a critical literature review with a proposed research design or an empirical study. They engage in an online course that requires weekly participation in readings, discussions, and other assignments designed to help them complete each component of the thesis. Students complete their final thesis independently under the mentorship of a thesis chair. *(Prerequisite(s):* Completion of all coursework; may be concurrently enrolled with last term of coursework.) ***Note:*** Students are registered for PSYC 8390 until successful completion of the thesis.

PSYC 8393 - M.S. in Psychology Capstone

(5 cr.) Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

PSYC 8421 - Multicultural Psychology

(5 cr.) This course is designed to provide a foundation in the theory and skills necessary for multicultural counseling and the delivery of psychological services to diverse populations. Students explore cross-cultural issues and their impact on the therapeutic relationship. Specific populations include those related to race, ethnicity, sex, gender, sexual orientation, social class, economic status, age, religion, and disability. The effects of oppression and its prevention are also discussed in terms of social justice. This course is designed to be provided in-residence, which means that students will be dividing their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. With this format, the student has the opportunity to integrate the online didactic learning experience with hands-on skills demonstration.

PSYC 8503 - Behavioral Assessment and Intervention

(5 cr.) Through this course, students explore the basic principles of applied behavior analysis, which they apply to the implementation of behavioral procedures and development of behavioral programs. Specifically, students discover techniques and best practices used to conduct functional assessments and functional analyses; develop intervention procedures based on the outcome of assessments and analyses; implement procedures; train others to implement procedures; manage implementation; and make data-based decisions. They also examine and discuss ethical issues in functional assessment, functional analysis, and function-relevant treatment or delivery. *(Prerequisite(s):* PSYC 8316 and PSYC 8341 with a grade of *B* or better.)

PSYC 8504 - Academic Assessment and Intervention

(5 cr.) This course is an introduction to the major approaches and techniques for individual assessment and intervention with students experiencing academic difficulties. Students identify and evaluate classroom instructional factors and learn how to conduct comprehensive psychoeducational evaluations that are technically sound and lead to effective intervention strategies. They also practice assessment procedures in general academic achievement, reading, mathematics, written language, spelling, oral language, listening comprehension, and adaptive behavior, and they consider the use of these procedures with culturally diverse backgrounds. Through this course, students learn the importance of assessing classroom ecology and using curriculum-based measures while linking assessment and intervention as well as effectively communicating results to parents, teachers, and other professionals. *(Prerequisite(s):* PSYC 8316 and PSYC 8341 with a grade of *B* or better.)

PSYC 8511 - Treatment of Forensic Populations♦

(5 cr.) This course provides students with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8521 - Police Psychology

(5 cr.) The focus of this course is directed at the various roles a psychologist might have when working within a police department. Issues such as officer selection and training, stress management, critical incident stress debriefing, and upper-management consultation are mainstays of the police psychologist and will be covered. Additionally, less-well-known roles such as training in hostage negotiations and the selection of special operations officers (S.W.A.T., snipers, tactical commanders) will be reviewed.

PSYC 8522 - Psychology in the Courts

(5 cr.) This course covers the major roles that a forensic psychologist could have within the court system. Issues such as expert testimony, jury selection, eyewitness testimony, and consultation with attorneys will be covered. Additionally, practical skills such as documentation and report writing will be addressed.

PSYC 8551 - I/O Tests and Measurement♦

(5 cr.) Students in this course are provided with an in-depth study of measurement theory and the tests used in organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.
♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8552 - Psychology of Motivation at Work♦

(5 cr.) The course will provide an in-depth study of major topics in micro-level organizational behavior. Accountability, organization citizenship behaviors, forms of organizational attachment, motivation, goal theory, and issues of equity and justice will be covered.

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PSYC 8573 - Child and Adolescent Health♦

(5 cr.) This course covers diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology. *(Prerequisite(s):* PSYC 8745.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8574 - Women's Health♦

(5 cr.) This course examines healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health,

relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging. *(Prerequisite(s):* PSYC 8745.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8576 - Advanced Personnel Psychology♦

(5 cr.) Students explore advanced selection validation models and techniques, performance measurement approaches, and talent management systems as well as underlying legal implications and policy issues. In this course, students prepare as future scholar-practitioners to conduct and apply research in the field of personnel psychology.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8579 - Job Attitudes, Measurement, and Change

(5 cr.) The course will provide an in-depth study of major theories of job attitudes, as well as their antecedents, correlates, and consequences. Topics will include job satisfaction, organizational commitment, organizational citizenship behavior, withdrawal behavior, and counterproductive organizational behavior. Application of learning will be demonstrated through an applied-attitude survey research project.

PSYC 8660 - Leadership, Advocacy, and Change

(5 cr.) This course is designed to enhance students‘ understanding of the responsibility of counselor educators to foster social change, provide leadership, service the counseling professional, and advocate for their community, clients, students, and profession. Students will use current research to examine the trends and issues of the profession and identify how community, national, and international issues affect the counseling profession. Students will also understand the processes of advocacy and social change. Students will continue to enhance their professional development plans by identifying specific goals for professional involvement and service.

PSYC 8700 - Psychology and Social Change♦

(5 cr.) In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8701 - Culture and Psychology♦

(5 cr.) Culture often has a profound influence on individual beliefs, personality development, and social behavior. Therefore, mental health professionals must have a fundamental understanding of the impact and psychological implications of culture. In this course, students focus on core themes of cross-cultural psychology—specifically, cultures representing different parts of the world and cultural influences on human psychology. Students explore the cultural components, research, and theory of cross-cultural psychology, and they assess the overall impact of culture on the field of psychology around the world. Additionally, they engage in readings and practical assignments to gain a better understanding of human development and the interactions between culture and social behaviors, health, mental health, and mental illnesses.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8703 - Ethics and Standards of Psychology♦

(5 cr.) This course examines the origins of professional codes of ethics and standards of scientific psychology. Topics include ethical issues in academics (research, teaching, supervision), various work settings (assessment, consulting), and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and ethical issues related to the legal system. The course also explores how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8704 - Ethics and Standards of Psychological Practice

(5 cr.) The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. The course also addresses issues of professional development such as supervision, peer consultation, and continuing education.

PSYC 8705 - Ethics and Standards of Professional Practice♦

(5 cr.) What constitutes fraudulent practice and how can psychologists avoid it? In this course, students have the opportunity to answer questions such as this as they examine the psychologists‘ principles of conduct, code of ethics, and standards of practice. They identify and analyze the guidelines for practice in specific psychological services and with identified populations, and they assess the ethical, decision-making process. Students engage in weekly discussions on

topical issues, including informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. They also consider the function of professional development, such as supervision, peer consultation, and continuing education, in reaching career goals and acquiring more diverse skill sets.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8706 - Advanced Social Psychology♦

(5 cr.) Students in this course are provided with an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Students devote special attention to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. They explore and discuss topics related to small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. Students demonstrate their understanding of theories and concepts through a final analysis of a social problem occurring in their own community for which they propose an intervention to ameliorate the problem. *(Prerequisite(s):* PSYC 8247.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8710 - Clinical Neuropsychology

(5 cr.) Students in this course are provided with an introduction to the field of clinical neuropsychology—a subfield of psychology that deals with the treatment of patients with injuries to the brain or neurocognitive disorders. Students explore and discuss cortical organization, including functions, anatomy, and neuropathology, and higher cortical functions of memory, language, emotions, attention, and perception in disordered brain functions in adults. They also examine neuropsychological approaches, including cognitive neuropsychology. Students share with their peers assessments of current articles relevant to contemporary issues in neuropsychology. They also apply course concepts through a literature review and final paper on a topic of choice in the field. *(Prerequisite(s):* PSYC 8226.)

PSYC 8712 - Clinical Child Neuropsychology

(5 cr.) Neuropsychology is a vast field evolving at a rapid pace. Clinicians working with children must understand the underlying science and core theories, but they must also keep abreast of new research. Students in this course are introduced to foundations and current literature in clinical child neuropsychology. Students explore and discuss scientific, theoretical, and applied foundations of brain-behavior relations in children with neurological, learning, and/or behavioral disorders. They also engage in assignments focused on multidimensional, ecological, and

sociopsychological perspectives relative to prevention, diversity, identification, and intervention with children. *(Prerequisite(s):* PSYC 8215 and PSYC 8226.)

PSYC 8718 - Psychology of the Exceptional Individual

(5 cr.) Students in this course examine the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. They learn ways to understand and work with individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Students explore topical issues, including inclusion, transition to adulthood, and multicultural diversity. Through this course, students work toward gaining the knowledge and skills for developing research-based educational and therapeutic interventions.

PSYC 8719 - Developmental Psychopathology

(5 cr.) In this course, students learn about formal psychopathology, including emotional and behavioral disorders and classification systems of infants, children, and adolescents. Students examine contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual‘s outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. They examine and discuss literature and topics related to assessment, diagnosis, and treatment; a wide range of disorders and disruptive behaviors; and abuse and neglect. Applying course concepts, students assess case studies of diagnostic issues for a contemporary and practical understanding of psychopathology. *(Prerequisite(s):* PSYC 8221 and PSYC 8226.)

PSYC 8720 - Diagnosis and Assessment♦

(5 cr.) Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Though coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8721 - Advanced Psychopathology♦

(5 cr.) In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization. *(Prerequisite(s):* PSYC 8221.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8722 - Counseling and Psychotherapy Theories

(5 cr.) There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course. *(Prerequisite(s):* PSYC 8221.)

PSYC 8723 - Multicultural Counseling♦

(5 cr.) Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8724 - Child Psychotherapy

(5 cr.) What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization, intake interviews, psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of

development, cross-cultural aspects of play and their meanings as well as issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy. *(Prerequisite(s):* PSYC 8215.)

PSYC 8725 - Group Therapy

(5 cr.) Students in this course are provided with a comprehensive review of clinical and counseling approaches to group therapy. Students examine the theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy. Through an in-depth literature review as well as weekly discussions and written assignments, students focus on various types of groups, the efficacy of using group therapy as the treatment method with various multicultural populations, the stages of group development, and related professional and ethical considerations.

PSYC 8726 - Couples and Family Counseling

(5 cr.) An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

PSYC 8727 - Religion and Spirituality in Counseling and Therapy

(5 cr.) Religious and spiritual movements as well as the interactions and divergences between religion and spirituality are topics that can emerge in counseling or therapy. Professionals must be prepared to discuss these issues and incorporate them into therapy with their clients. In this course, students explore and discuss religious and spiritual values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, methods to handle religious/spiritual materials and themes presented by clients, and cultural considerations that may intersect with religion and spirituality related to race, ethnicity, and nationality. Other topics that students consider include sex and gender roles, sexual orientation, and treatment techniques. Employing critical-thinking and scholarly-writing skills, students apply concepts to weekly journal assignments and synthesize knowledge into a final paper. Students also reflect on course material to identify their own attitudes toward religion, and they consider how they can address issues of religion and spirituality in a professional context.

PSYC 8728 - Substance Abuse Counseling

(5 cr.) The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the

background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

PSYC 8729 - Grief Therapy

(5 cr.) Students in this course examine grief theory and related processes, tasks, and mediating factors, including age of the bereaved and deceased, type of death, and relationship with the deceased. They explore coping and coping interventions, dealing with grief in childhood and adolescence, and dealing with grief associated with the loss of children. Students also consider how to address diversity issues related to race, ethnicity, nationality, sexual orientation, sex and gender roles, and spirituality and religion. Students engage in practical assignments that emphasize research-based intervention techniques.

PSYC 8730 - Advanced Grief Therapy

(5 cr.) In this course, students explore grief dynamics resulting from complicated grief, trauma, multiple loss, and disasters (both natural and human-caused). Students complete multiple assignments, focusing on acute stress and post-traumatic stress disorder (PTSD) as well as cultural factors in the assessment and treatment of those diagnosed with PTSD. They further explore content and share perspectives through discussions on related topics, such as homeostasis, prevention interventions, PTSD conceptualizations, character development and attachment theory, memory and information processing, legal and ethical considerations, and additional insights and reflections. *(Prerequisite(s):* PSYC 8729.)

PSYC 8732 - Medical Crisis Counseling

(5 cr.) Patients and families coping with life-threatening illness often present with acute and chronic stress and psychological issues. In this course, students assess these issues to learn the fundamentals of providing therapy in medical crisis situations. Students explore points of access in the disease process as well as characteristics and treatments of diseases, focusing on appropriate interventions. Additionally, students examine preferential treatment or lack thereof based on social class, visible family/social support, age, race/ethnicity/nationality, sexual orientation, and religion/spirituality. Students apply concepts learned in the course to the review of recent, professional research articles related to counseling patients with medical conditions.

PSYC 8740 - Disaster, Crisis, and Trauma♦

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and

complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8741 - Psychopharmacology♦

(5 cr.) Psychologists working in psychopharmacotherapy are responsible for having in-depth knowledge of psychiatric disorders and psychotropic medications prescribed to treat these disorders. Students in this course are provided with an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Students explore the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. They also engage in discussions focused on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; and other psychological disorders as described in the DSM-IV-TR. Students practice scholarly-writing skills in APA style through a final research paper on a topic of interest related to psychopharmacology. *(Prerequisite(s):* PSYC 8226.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8742 - Conflict, Conflict Resolution, and Peace♦

(5 cr.) Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8743 - Psychology of Terrorism♦

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected

psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8745 - Health Psychology♦

(5 cr.) Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course material and consider how topics apply to their personal and professional life through the development of taskforce papers, a health brochure, and a final essay.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8746 - Behavioral Nutrition

(5 cr.) Providing patients with positive support and information about nutritional choices can often alleviate symptoms of disease as well as mitigate the need for further therapeutic or medicinal treatment. Students in this course explore the interaction between behavior and nutrition. They examine the fundamental principles of human digestion and nutrient metabolism, specific nutrient requirements of the brain and brain metabolism of nutrients, and effects of nutrients on brain function. Applying these principles, students critically examine and discuss current trends in behavioral nutrition and conduct nutritional assessments. *(Prerequisite(s):* PSYC 8226.)

PSYC 8747 - Psychoneuroimmunology

(5 cr.) In this course, students examine the current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the

mind/body interaction, its effects on overall health through modulation of the immune system, and mind/body interventions. Students explore recent advances in medical science that have contributed to the knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness. *(Prerequisite(s):* PSYC 6225 or 8226 and PSYC 6748 or 8748.)

PSYC 8748 - Stress and Coping♦

(5 cr.) Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts. *(Prerequisite(s):* PSYC 8226.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8749 - Leadership Development♦

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8750 - Foundations of Industrial/Organizational Psychology♦

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8751 - Leadership Coaching: Process and Practice♦

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8752 - Psychology of Organizational Behavior

(5 cr.) Effective leadership coaches must be fully capable of working with clients immersed in different organizational cultures that present unique challenges. In this course, students apply models, approaches, and frameworks; individual and team coaching strategies; and ethical guidelines to multiple case studies related to coaching for leadership development. Students gain practical insight on the characteristics, factors, and conditions that influence coaching efficacy, assessment, and evaluation. In addition, students consider diversity, ethics, and professional issues and challenges in the context of leadership coaching. *(Prerequisite(s):* PSYC 8750.)

PSYC 8753 - Career Counseling

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

PSYC 8754 - Personnel Psychology in the Workplace

(5 cr.) In this course, students explore the application of psychological theory and practice to human resources activities in organizations. They examine related topics, including job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. Through a group project case study, students research, assess, and share critical issues in personnel psychology. They also demonstrate their ability to conduct effective research and review literature through a final research paper on a topic of interest related to course content and theory. *(Prerequisite(s):* PSYC 8750 or PSYC 8752.)

PSYC 8755 - Leadership and the Process of Change

(5 cr.) Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change. *(Prerequisite(s):* PSYC 8750 or PSYC 8752.)

PSYC 8756 - International/Cross-Cultural Issues in Organizations♦

(5 cr.) International and cross-cultural factors often influence organizational, group, and team processes and functions. Students in this course examine workplace issues arising from diverse cultural contexts. Students explore international and cultural comparisons of work motivation, communication, leadership, and decision making as well as organizational structures and characteristics. They examine sources, management of conflict, and conflict resolution strategies. Students also have the opportunity to gain practical insight as they assess and present to the class an international or cross-cultural issue in an organization.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8757 - Leadership Coaching: Application♦

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8759 - Psychology and the Media♦

(5 cr.) In an age of technological innovation and virtual spread of knowledge, there are many different types of media, which often affect individuals, groups, and cultures. Students in this course explore the psychological impact of the media as it relates to violence, prosocial behaviors, sex and pornography, advertising, news and politics, special populations, and culture and the global community. They also examine legal and ethical issues related to psychology and the media as well as the impact of the media on social change. Students engage in assignments designed to provide practical application of content on media psychology, the effects of media

violence and pornography, the impact of advertising, news manipulation, global disasters, and other applicable topics.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8760 - Educational Psychology♦

(5 cr.) This course examines the variables related to teaching and learning. Topics include teaching methods, educational achievement, learning environments, curriculum development, and characteristics of teachers and learners. Educational assessment, environmental issues, and educational research techniques are also explored.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8761 - The Psychological Impact of Film and Television♦

(5 cr.) Film and television can have a major impact on society as they help us to understand our history, current culture, social norms, and personal interactions. In this course, students examine this impact on cognitions, attitudes, emotions, physiology, and behaviors. They explore and discuss the psychological impact of creative production elements, including cinematography, music, editing, timing, and sequencing; agenda setting, priming, and framing; propaganda; celebrities; the televising of sports; and portrayals and representations of various cultural groups and professions. Students also examine techniques used to develop media literacy, and they consider how film and television can elicit social action.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8762 - Teaching of Psychology♦

(5 cr.) Students in this course examine theories, techniques, and issues related to teaching psychology at the college/university level, both online and in person. They focus primarily on teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both faculty and students are also covered.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8763 - Principles of Instructional Design♦

(5 cr.) Students in this course are presented with an overview and critical analysis of various instructional methods and techniques, including their historical, psychological, and social foundations. Students analyze specific instructional applications in various settings and through

multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. They apply prior knowledge of learning, development, and cognition to understand these applications. Students also consider and discuss the major challenges affecting curriculum design as well as potential future trends. Demonstrating understanding of course concepts, students critically analyze and present current issues in instructional design through collaborative projects. *(Prerequisite(s):* PSYC 6235 and PSYC 8760.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8764 - Instructional Design for Online Course Development♦

(5 cr.) In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture. Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field. *(Prerequisite(s):* PSYC 8763.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8765 - The Psychological Impact of the Internet and Mobile Technologies♦

(5 cr.) The Internet and mobile technologies have increased the immediacy and accessibility of information and have provided a global platform for the expression of creativity and new ideas. Students in this course explore how the Internet and mobile technologies affect how people think, view the world, gain information, and record and interpret history. They examine and discuss the use of the Internet and mobile technologies for socialization, entertainment, news and information, terrorism, politics, commerce and advertising, health, education, and work. Applying course concepts and theories, students demonstrate knowledge through a final paper or presentation in which they examine how the Internet and mobile technologies psychologically impact their personal lives and the lives of their family and friends.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8780 - Seminar in School Psychology

(5 cr.) Prospective school psychologists are introduced to the field of school psychology in this course. Students explore a variety of related topics, including the role and function of the school psychologist; legal, ethical, and professional issues; fieldwork experiences; research methods; and emerging technologies. They apply concepts learned in the course to a personal plan to prepare for certification in school psychology. Sharpening creative and critical-thinking skills,

students also develop fact sheets on topics relevant to the psychological well-being of children and adolescents.

PSYC 8781 - Psychopathology From a Clinical Perspective

(5 cr.) Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

PSYC 8782 - Psychopathology From a Counseling Perspective

(5 cr.) Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

PSYC 8784 - Psychological Consultation

(5 cr.) What is the role of consultation in the delivery of psychological services and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

PSYC 8785 - Prevention: Research and Practice

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

PSYC 8805 - Holistic Psychology♦

(5 cr.) Holistic psychologists provide therapy to patients by incorporating all aspects of the individual, including mental, physical, and spiritual. Students in this course are provided with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. While focusing on the integration of various perspectives, students also examine states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. They share perspectives and assess current issues through discussions, and they demonstrate knowledge through a final written assignment on a major topic of choice related to holistic psychology.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8810 - Community Psychology

(5 cr.) Through collaborative research and action, community psychologists work to enhance the well- being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and consider how these factors are likely to influence their work as community psychologists.

PSYC 8815 - Contemporary Gerontology/Geriatric Psychology

(5 cr.) Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

PSYC 8820 - Successful Practice Management

(5 cr.) Students in this course examine management principles and practices for applied and consulting psychologists. They explore various professional tasks, such as setting client goals; developing treatment/intervention plans; coordinating treatment and assessing progress; scheduling and billing; managing risk; supervising staff; and keeping abreast of current research, legal, and ethical issues. Students also address practice demographics and systematic intake

procedures. Through the design of a business plan or strategic analysis, students research and explicate a specific issue or topic presented in the course. *(Prerequisite(s):* PSYC 8705.)

PSYC 8825 - Psychology of Gender♦

(5 cr.) Gender has been the focus of many stereotypes developed over time; but how much does the biological sex of an individual actually influence one‘s behavior, development, or emotions? Students in this course are introduced to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Students apply current gender research to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. They also engage in readings and assignments that emphasize the responses of women and men to life stresses, women as clients in psychotherapy, and the increasing role of gender research in the mental health professions.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8830 - Psychology of Sexuality♦

(5 cr.) In this course, students explore sexuality through a variety of frameworks, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity, students examine traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response; variations across the lifespan; sexual communication; love and interpersonal attraction; and sexual disorders. They also explore and discuss different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality as well as different expressions of gender identity from cross-cultural and interdisciplinary viewpoints. Students complete an integrative final paper incorporating research, ideas, and peer feedback from discussions on a topic related to the psychology of sexuality.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8860 - Independent Reading

(1–5 cr.) Students in this course are provided with an opportunity to examine a topic area of interest in greater depth than that which is provided in the course offerings. Students work with the course instructor to design a syllabus that guides the independent readings project. Content must include theoretical and empirical research literature that addresses implications related to diversity and professional practice. Students may only select this course once during their program of study and cannot use this course to replace one that currently exists in the catalog. *(Prerequisite(s):* Approved petition to academic advising.)

PSYC 8871 - Practicum

(6 cr. minimum—3 cr. per term for minimum 2 terms) The practicum is the opportunity for students to engage in a supervised experience that integrates theory and research with practice. Through the practicum, students work toward developing intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and the ability to effectively use supervision and feedback. Students must secure a practicum appropriate to their specialization, and the practicum must meet the current requirements of the state psychology board to which students intend to apply. Students design the Ph.D. in Psychology practicum for a period of no fewer than 750 hours, which they must complete over a minimum of 2 terms. Students also participate in an online classroom experience. *(Prerequisite(s):* Completion of the practicum application and approval of the field placement coordinator and completion of the Academic Year in Residence.) ***Note:*** Post-doctoral certificate students may complete the practicum in one term, but may register for an additional term if they need more time.

PSYC 8882 - Internship

(12—3 cr. per term for 4 terms cr.) The internship is a supervised training experience that prepares students to successfully function in the role of a professional psychologist and/or counselor. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. Supervising psychologists mentor interns through a professional relationship. Students learn how to effectively use and understand a supervisory relationship, engage in critical thinking, conduct assessments, implement evidence-based interventions, evaluate intervention efficacy, engage in professional consultation, and function within professional ethical standards. Interns also participate in didactic training. Internship is the final component of advanced applied professional training for students in licensure specializations prior to graduation. Students must secure internships appropriate to their specialization, and the internship must meet the current requirements of the state psychology board to which the student intends to apply. A total of 2,000 hours is required. Internships may be designed as a part-time or a full-time experience (minimum of 15 hours per week) but must be completed within a 2-year time frame. Students also participate in an online classroom experience. *(Prerequisite(s):* PSYC 8871, completion of the internship application, and approval of the field training coordinator.)

PSYC 8900 - Advanced Seminar in Psychology♦

(1–5 cr.) This course is an advanced-level professional seminar with emphasis on current and emerging psychological theory, research, and/or practice; topics will vary. This course may have a residency seminar, depending on the topic. *(Prerequisite(s):* Vary by topic.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 8901 - Advanced Seminar in Psychology: Foundations of Reading and Literacy Development

(5 cr.) Psychology students are provided with a foundation in reading and literacy and responds to the challenge of promoting higher levels of literacy achievement for all students in this course. Students explore historical and contemporary perspectives on reading, implications of brain research, an introduction to reading processes, and a study of parent involvement in education. They also examine and discuss topics related to assessments in reading, links between assessment and intervention, the three-tiered model, and the Response to Intervention (RTI) model.

PSYC 8902 - Advanced Seminar in Psychology: Curriculum Theory and Design

(5 cr.) Psychology students who plan to work in schools may be involved in curriculum design issues as a part of their employment. Through this course, students can acquire an understanding of curriculum theory and design as it applies to the district or departmental level. Students apply theoretical foundations of curriculum to solve curricular problems with emphasis on the theoretical, practical, and political complexity of curriculum work.

PSYC 8912 - Mental Health Law♦

(5 cr.) Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 9000 - Dissertation

(20 cr. minimum—5 cr. per term for minimum of 4 terms) Doctoral students are provided with the opportunity to integrate their program of study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for

PSYC 9000, they are registered each term until successful completion of the dissertation for a minimum of 4 terms. *(Prerequisite(s):* Foundation and core courses and designation of an approved dissertation committee chairperson. Students engaging in a qualitative or mixed-methods dissertation study must also complete PSYC 8310. Students completing a mixed-methods dissertation study are strongly encouraged to also complete PSYC 8320.)

PSYR

PSYR 8117 - Writing a Quality Prospectus in Psychology

(5 cr.) This five-credit course is focused specifically on the process of writing the dissertation prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement to be used in the dissertation. They will further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature, typically 25–75 references, and a research, implementation, and evaluation plan for the solution of the problem.

PSYR 8208 - Career Assessment and Intervention

(5 cr.) Students in this course are provided with practical skills in career and vocational assessment. Students will administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Major sources of career and work information available on the Internet and through printed materials and computer-based guidance systems will be examined. Emphasis is placed on helping students gain functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. Students will learn how to integrate career development theory and assessment results with career counseling interventions. Current issues in career counseling and assessment will be discussed, with particular attention paid to computer-based applications and multicultural implications.

PSYR 8232 - Consultation and Supervision in Psychology

(5 cr.) Students in this course examine the history, theory, process, and methods in the fields of psychological consultation and clinical supervision. Students will gain theoretical and empirical knowledge as well as the relevant practical skills needed to function as consultants and supervisors. Ethical and legal issues in providing consultation and supervision will be addressed.

PSYR 8340 - Cognitive Assessment

(5 cr.) Students in this course are introduced to historical and current theories of intellectual functioning. Students will critically analyze issues related to cognitive ability and achievement and develop competency in the administration, scoring, and interpretation of various standardized instruments designed to assess cognitive and intellectual functioning. Students will review and prepare written reports that summarize, interpret, and integrate assessment results

with recommendations for prevention and intervention. There is an emphasis on ethical test use in a diverse society and linking assessment results to appropriate interventions and practice.

PSYR 8345 - Interventions II

(5 cr.) Students in this course explores the application of empirically supported treatment and interventions to client problems ranging from problems in living to severe mental disorders in selected populations. Students demonstrate the implementation of intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy, in the online and face-to-face classrooms. Culturally-competent interventions are emphasized within an ethical framework for clinical or counseling practice.

PSYR 8350 - Personality Assessment

(5 cr.) This course is designed to introduce students to the theory and concepts relevant to objective personality assessment as well as to build the skills needed to administer, score, and interpret specific measures of personality and social-emotional functioning in a professionally and ethically responsible manner. The course is also designed to develop students‘ skills in selection of assessment methods, integration of all assessment data, case formulation, psycho-diagnosis, report writing, and treatment-planning based on assessment findings. This course has a skill-based, face-to-face required in-residence component, which is designed to be hands-on, intensive, and cumulative to promote learning and skill building that will generalize to ―real-world” practice. Students can gain experience in integrative report writing and begin to develop evidence-based consultation and test-interpretation feedback skills. Satisfactory completion of this demanding course is seen as an essential component of the core Professional Psychology curriculum. It will be important for students to demonstrate mastery of course requirements considered essential in the professional practice of psychology (professional knowledge, skills, and attitudes) at the required in-residence.

PSYR 8421 - Multicultural Psychology

(5 cr.) This course is designed to provide a foundation in the theory and skills necessary for multicultural counseling and the delivery of psychological services to diverse populations. Students explore cross-cultural issues and their impact on the therapeutic relationship. Specific populations include those related to race, ethnicity, sex, gender, sexual orientation, social class, economic status, age, religion, and disability. The effects of oppression and its prevention are also discussed in terms of social justice. This course is designed to be provided in-residence, which means that students will be dividing their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. With this format, the student has the opportunity to integrate the online didactic learning experience with hands-on skills demonstration.

PSYR 8704 - Ethics and Standards of Psychological Practice

(5 cr.) The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of

competency, and dual relationships. The course also addresses issues of professional development such as supervision, peer consultation, and continuing education.

PUBH

PUBH 1000 - Foundations of Public Health♦

(5 cr.) This course offers an introduction to the principles and practice of safeguarding and improving the health of populations. Students examine the philosophies, goals, history, and organization of the field of public health. They discuss the role of the government in improving the health and well-being of its citizens. The course explores key concepts of public health, including morbidity and mortality, infectious and chronic disease, social determinants of health, and health disparities within populations. *(Prerequisite(s):* COMM 1000).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 3000 - Environmental Health♦

(5 cr.) Human interaction has a major influence on the natural world, resulting in outcomes that can impact human and environmental health. In this course, students learn the principles of environmental health and examine the short- and long-term effects of environmental hazards on human health. Students consider their own interactions with natural and human-made environments to assess the impact of chemical, physical, biological, and social elements on their health. They also explore the potential impact of climate change on population health, emerging global health threats related to the environment, and environmental factors involved in the etiology and transmission of both communicable and non-infectious disease. Using concepts and methods presented in the course, students conduct an environmental risk assessment to determine the health of home environments. They also conduct a written analysis to report their findings, identifying actions to improve inspection results. *Prerequisite(s):* COMM 1001).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 3100 - Human Disease and Prevention♦

(5 cr.) Through this course, students explore the historical milestones concerning human disease and prevention, morbidity and mortality rates associated with various diseases, and the biological effects of infectious and chronic disease on the human body. Students discuss the general characteristics of disease transmission, symptoms, treatment, prevention, and control among various populations. They also examine psychosocial and behavioral factors that influence human disease. *Prerequisite(s):* COMM 1001).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 4000 - Public Health Education and Communication♦

(5 cr.) Effective delivery of health education and communication often leads to improved health literacy and positive changes in behavior among populations. This course provides students with an overview of health education and its role in improving the health of individuals as well as populations. Students review the philosophical, historical, ethical, and theoretical foundations of health education as well as effective principles for the delivery of healthcare. They also examine the primary responsibilities and competencies of health educators, trends in the field, professional organizations, national certification, and the code of ethics. *Prerequisite(s):* COMM 1001).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 4030 - Planning Public Health Programs♦

(5 cr.) Planning culturally relevant and effective public health programs is essential to improving the health of populations. This course provides an introduction to public health program planning and design, including the process of needs assessment. Students examine and apply various models and theoretical frameworks of program planning. They also explore fundamental competencies relating to planning, such as writing goals and objectives, selecting strategies, developing budgets, and planning for specific populations. The course introduces concepts related to program implementation, management, and evaluation as they relate to the planning process. *(Prerequisite(s):* COMM 1001 and HLTH 3115).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 4100 - Evaluating Public Health Programs♦

(5 cr.) How do public health professionals know when a program is working? This course provides an introduction to evaluating public health programs. It examines various types of program evaluations, including formative, process, outcome, and impact evaluations. Students learn how to design and conduct practical and effective program evaluations that determine whether program goals are achieved. Students also practice implementing a program evaluation plan to evaluate the effectiveness of a program, and they use the results of the evaluation to improve performance. *(Prerequisite(s):* COMM 1001 and PUBH 4030).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 4200 - Public Health Policy for Social Change♦

(5 cr.) This course examines one of the most influential factors shaping the health of populations: public policy. Public health policy impacts the public's health at the local, state, and federal levels. This course explores the institutional, economic, social, ethical, and political

factors that impact public policy. Students examine how public policy is developed and discuss issues relating to health advocacy within the framework of social justice. *(Prerequisite(s):* COMM 1001 and HLTH 3115).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 4900 - Capstone in Public Health

(5 cr.) This capstone course gives students the opportunity to examine contemporary global public health issues, as well as to evaluate and synthesize the key concepts and skills they have gained from this program of study. Students complete a final capstone project based on service learning, field observations, or a review of literature. *(Prerequisite(s):* All required core and concentration courses, if applicable, within the B.S. in Public Health).

PUBH 5002 - Essentials of Public Health: A Case Study Approach

(4 cr.) Natural and human-caused disasters continue to affect society, facilitating the need for professionals who possess an overarching understanding of the foundational concepts of public health as well as knowledge of awareness and preparedness. Students in this course evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. They explore these facets through case studies, hypothetical scenarios, and journal articles. Although the main focus of this course is on the public health system in the United States, students also address global issues and views of public health on a global level. ***Note:*** It is recommended that this course be taken concurrently with PUBH 6101.

PUBH 5003 - Data Analysis and Presentation

(5 cr.) One of the hallmarks of science, and of advertisers, is the use of numbers to convince people that a particular point of view is correct. In this course, students are introduced to basic statistical principles. Topics include creating and presenting descriptive statistics, introduction to hypothesis testing, two-group inferential tests, correlation, and the chi-squared test. The goal of the course is for students to be comfortable using statistics and to better understand the importance of statistics to research. *(Prerequisite(s):* PSYC 1001, or PSYC 1002, or PSYC 1003, or special permission.)

PUBH 5101 - Principles of Communication in Public Health

(2 cr.) Through this course, students work toward developing the written, oral, and online communication skills needed for success as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. They explore risk communication, communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on public health. Students also engage in a variety of discussion and application-based activities focused on scholarly writing, critical thinking, professional goal setting, and academic integrity in publications and research.

PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health

(4 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

PUBH 5125 - Biostatistics

(4 cr.) Students in this course address the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

PUBH 5145 - Epidemiology

(4 cr.) Public health officials frequently use epidemiologic research to develop educational strategies and intervention programs to improve the overall health of communities. Using an epidemiological approach, students in this course examine the incidence, prevalence, and patterns of disease and injury in populations and learn how to apply these concepts to the control of public health problems. Students identify key sources of data for epidemiological purposes and address principles and limitations of public health screening programs. They also learn to calculate basic epidemiological measures and draw appropriate inferences from epidemiological data and reports. Through this course, students gain a deeper understanding of the various research designs and methodologies professionals use in public health research. *(Prerequisite(s):* PUBH 5125.)

PUBH 5165 - Environmental Health

(4 cr.) Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

PUBH 5175 - Health Policy and Management

(4 cr.) This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process as well as the advocacy role of the public health professional in influencing local, state, and federal policy is addressed. The impact of global trends on public health practice, policy, and systems is also considered.

PUBH 5235 - Program Design, Planning, and Evaluation

(4 cr.) This course focuses on increasing students‘ knowledge and awareness of key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. It introduces students to stakeholders in the healthcare field in a variety of settings. Key health and medical terms are covered, including basic health, wellness, and disease information. Students develop critical-thinking, as well as written, verbal, and interpersonal communication skills. The professional behaviors, attitudes, goal-setting, and motivation required for success as a healthcare manager are considered. In addition, this course helps students develop the competencies they need for success within an online environment. Students begin developing a portfolio.

PUBH 6002 - Essentials of Public Health: A Case Study Approach♦

(4 cr.) Natural and human-caused disasters continue to affect society, facilitating the need for professionals who possess an overarching understanding of the foundational concepts of public health as well as knowledge of awareness and preparedness. Students in this course evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. They explore these facets through case studies, hypothetical scenarios, and journal articles. Although the main focus of this course is on the public health system in the United States, students also address global issues and views of public health on a global level. ***Note:*** It is recommended that this course be taken concurrently with PUBH 6101.

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PUBH 6101 - Principles of Communication in Public Health

(2 cr.) Through this course, students work toward developing the written, oral, and online communication skills needed for success as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. They explore risk communication, communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on public health. Students also engage in a variety of discussion and application-based activities focused on scholarly writing, critical thinking,

professional goal setting, and academic integrity in publications and research. ***Note:*** It is recommended that this course be taken concurrently with PUBH 6002.

PUBH 6115 - Social, Behavioral, and Cultural Factors in Public Health♦

(4 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6125 - Biostatistics♦

(4 cr.) Students in this course address the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6135 - Leadership, Professionalism, and Ethics in Public Health Practice♦

(4 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6145 - Epidemiology♦

(4 cr.) Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports. *(Prerequisite(s):* PUBH 6125.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6155 - Research in Public Health♦

(4 cr.) Public health professionals use the results of research in many ways, including in the development of programs and interventions designed to enhance the health of communities as well as to demonstrate the efficacy of programs to stakeholders who provide funding. Students in this course engage in an examination of the research that informs public health programs, policy, and practice. Students examine the logic that underlies scientific research; study design; sampling; identification of variables; methods of data collection and analysis; key concepts in measurement, including reliability and validity; program evaluation; and research ethics. Students also explore the methods of participatory research as well as statistical software used to support research. Gaining practical experience, students develop a research manuscript through which they engage in an integrative literature review and analyze and apply various components of research, including data sets; study designs, variables and measurements, participants; data analysis; and strategies and skills for presentation of research. *(Prerequisite(s):* PUBH 6125 and PUBH 6145.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6165 - Environmental Health♦

(4 cr.) Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6170 - Public Health Biology♦

(4 cr.) Public health officials are better equipped to plan effective public health programs if they have a fundamental understanding of how people contract disease as well as how their bodies resist disease and toxins. In this course, students explore the implications of advances in biology on approaches to public health practice. Students explore the biological and molecular basis of public health; ethical issues related to public health biology; the effects of genetics and genomics on health and disease; the application of biological principles and behavioral theories to disease prevention, control, and management programs; and the role of the immune system in individual and population health. Students also engage in practical exercises on anatomical and pathophysiological processes, including those involved in the regulation of food intake, energy, homeostasis, and metabolism.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6175 - Health Policy and Management♦

(4 cr.) Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6227 - Health Informatics♦

(4 cr.) Information technology (IT) in public health practice has many functions, one of which is the dissemination of important information about disease and disease prevention, which organizations use in the management of critical issues in public health. Students in this course examine the various applications of IT in public health practice to access, interpret, and evaluate data that supports decision making and effective communication. They examine legal and ethical principles in the dissemination of information in public health settings as well as the use of informatics methods and resources as strategic tools to promote public health. Students also explore the collaborative approach to the design, implementation, and evaluation of informatics programs. Through the analysis of various case studies, students sharpen their critical-thinking and decision-making skills while gaining an understanding of the various phases of informatics

project development, information architecture, and immunization registry. They also engage in practical exercises on information systems evaluation, IT personnel management, and procurement and requests for proposals (RFPs).

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6235 - Program Design, Planning, and Evaluation♦

(4 cr.) Students in the practicum are provided with the opportunity to apply and integrate the knowledge and skills acquired throughout their program of study and to further develop key professional competencies. Students engage in a field experience in a select public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students‘ performance throughout the entire practicum experience. This course requires students to complete 240 hours of practicum work. They must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6260 - Legal and Regulatory Aspects of Public Health♦

(2 cr.) A major responsibility of public health professionals is to maintain balance between individual rights and the wellbeing of communities. To do this, they must understand the ethical, social, and legal issues surrounding the public health arena. Students in this course explore these concepts while examining the role of federal, state, and local government in the assurance of public health through legislation and regulation. Students investigate contemporary legal and regulatory issues arising in public health practice and emergencies, and they assess public health security and preparedness in response to bioterrorism and disasters. They also discuss the impact of cost, benefits, legal factors, and other considerations on ethical research and practice. Through the application of theories and concepts assessed in the course, students propose potential solutions to current public health issues.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 6635 - Practicum I: Field Experience in Public Health

(4 cr.) Students in the practicum are provided with the opportunity to apply and integrate the knowledge and skills acquired throughout their program of study and to further develop key professional competencies. Students engage in a field experience in a select public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students‘ performance throughout the entire practicum experience. This course

requires students to complete 240 hours of practicum work. They must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

PUBH 6636 - Practicum II: Capstone Experience in Public Health

(4 cr.) This course is the continuation of PUBH 6635 Practicum I - Field Experience in Public Health. The capstone experience is an opportunity for students to demonstrate their mastery of principles, concepts, and content presented throughout the program and through their practicum field experience. In this course, students complete their ePortfolio based on their field experience and develop a substantive written paper or project. Students also engage in group discussions during which they consider career development plans, reflect on the promotion of social change, and exchange feedback on final portfolio work and lessons learned.

PUBH 8002 - Essentials of Public Health: A Case Study Approach♦

(4 cr.) Natural and human-caused disasters continue to affect society, facilitating the need for professionals who possess an overarching understanding of the foundational concepts of public health as well as knowledge of awareness and preparedness. Students in this course evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. They explore these facets through case studies, hypothetical scenarios, and journal articles. Although the main focus of this course is on the public health system in the United States, students also address global issues and views of public health on a global level.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8005 - Foundations for Graduate Study♦

(1 cr.) Students in this course are introduced to Walden University and the requirements for successfully participating in an online curriculum, and provided with a foundation for academic and professional success as a scholar-practitioner and social change agent. The focus of course assignments is on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in public health.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8010 - Promoting Population Health♦

(5 cr.) This course concentrates on the social foundations for public health and the leadership and research skills needed for effectively organizing and conducting population-based disease prevention and health promotion programs. Topics include the social history of public health; determinants and risk factors for population health; policy analysis and advocacy; building

coalitions, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8015 - Administration and Leadership of Public Health Programs♦

(5 cr.) Strong, knowledgeable leaders and administrators are important forces behind the policies and programs designed to improve population health. In this course, students examine the administration of population-based health programs and the leadership skills needed to work effectively with diverse workforces and communities under varying political and economic conditions. They explore and discuss a variety of topics, including organizational dynamics, team building, mediation, collaboration, systems thinking and planning, working within political structures, responding to political and economic forces, communicating about public health issues, budgeting, funding proposal development, and grants management. Students engage in an in-depth analysis of leadership, including a self-assessment to determine and reflect on their leadership development, and they apply course concepts and theories to case studies of real-world public health programs and related challenges. They also to develop a program evaluation research proposal to further assess the characteristics of effective programs.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8020 - Public Health Informatics♦

(5 cr.) There are many potential applications, benefits, and opportunities for improving the management of healthcare through the use of information technology (IT). In this course, students focus on the application of information technology to various functions of public health, focusing on decision making. Students explore database design, data storage, architecture, and computer networking for integration of database systems. They also examine the use of medical and financial records for disease surveillance; standards for the collection, recording, and transmission of personal data; use of geographic information systems for mapping disease and risk factors; and methods for the evaluation of public health information systems. Students demonstrate knowledge of course concepts through written assessments and analyses of public health informatics case studies.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8050 - Population Health and Issues in Disease Prevention♦

(5 cr.) An in-depth review of how population-based strategies are used in the prevention of disease and disability is provided to students in this course. Students explore the topics of population health and disease prevention from the perspective of understanding the determinants

of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health applies to public and community health efforts.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8101 - Principles of Communication in Public Health

(2 cr.) Through this course, students work toward developing the written, oral, and online communication skills needed for success as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. They explore risk communication, communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on public health. Students also engage in a variety of discussion and application-based activities focused on scholarly writing, critical thinking, professional goal setting, and academic integrity in publications and research. ***Note:*** It is recommended that this course be taken concurrently with PUBH 8002.

PUBH 8115 - Social, Behavioral, and Cultural Factors in Public Health♦

(4 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8125 - Biostatistics♦

(4 cr.) Students in this course address the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders♦

(5 cr.) An overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research, is provided to students in this course. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8135 - Leadership, Professionalism, and Ethics in Public Health Practice♦

(4 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8145 - Epidemiology♦

(4 cr.) Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports. *(Prerequisite(s):* PUBH 8125.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8155 - Research in Public Health♦

(4 cr.) Public health professionals use the results of research in many ways, including in the development of programs and interventions designed to enhance the health of communities as

well as to demonstrate the efficacy of programs to stakeholders who provide funding. Students in this course engage in an examination of the research that informs public health programs, policy, and practice. Students examine the logic that underlies scientific research; study design; sampling; identification of variables; methods of data collection and analysis; key concepts in measurement, including reliability and validity; program evaluation; and research ethics. Students also explore the methods of participatory research as well as statistical software used to support research. Gaining practical experience, students develop a research manuscript through which they engage in an integrative literature review and analyze and apply various components of research, including data sets; study designs, variables and measurements, participants; data analysis; and strategies and skills for presentation of research. *(Prerequisite(s):* PUBH 8125 and PUBH 8145.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8165 - Environmental Health♦

(4 cr.) Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8175 - Health Policy and Management♦

(4 cr.) Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8200 - Organizing Community Action for Health Promotion and Education♦

(5 cr.) There are many task forces, coalitions, and consortiums in place to promote health and prevent disease. But groups such as these require individuals who know how to effectively organize and lead community-based efforts. Students in this course explore the skills and methods leaders use to organize communities, interagency collaborative efforts, and work sites for collective action regarding health promotion and education. Students analyze risk factors at the community, work-site, local, state, national, and international levels. Using qualitative and quantitative methods, students assess the needs and capacities of communities for health-related initiatives. They also synthesize course content to evaluate an existing collaborative community organization strategy and propose new methods and processes for team building in community health programs. *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8210 - Public Campaigns for Health Promotion and Education♦

(5 cr.) Healthcare professionals often use communications media and marketing strategies to promote health, reduce risk factors, and influence community leadership to support healthful conditions. In this course, students explore the persuasive use of these strategies in health promotion and education. They examine a variety of topics, including the design of mass media campaigns; target markets; and working with and responding to media, including broadcast, print, the Internet, and other electronic communication media. Applying course concepts as well as analysis and creative skills, students develop and present a media campaign designed to deliver a specific message about a health problem to a select population. Through this project, students gain practical experience critiquing literature, framing health messages, using media to promote a program or message, conducing formative research, applying theories and models, and developing plans. *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8215 - Public Health Policy Design and Implementation♦

(5 cr.) In this course, students examine the application of scientific data in the formulation of policy recommendations as well as the process and function of drafting legislation and ordinances to promote equitable distribution of health resources, healthy living conditions, and other activities to reduce health risk. Students identify and describe various existing initiatives that promote public health policy formulation. They also learn leadership strategies for effective lobbying of decision makers and community leaders. Through an integrative project, students engage in a critical review of a selected program through which they critique professional journal

articles, develop their analysis, and engage in review of peer work. *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8220 - Health Promotion and Education Interventions in Diverse Populations♦

(5 cr.) Through this course, students explore the planning and organization of health promotion programs for underserved, economically disadvantaged, and underrepresented populations. Students learn to design health promotion programs that consider the social, economic, and medical conditions influencing the health status of diverse populations. Throughout the course, students develop a health promotion project for a specific population, based on the intervention mapping process. Through this project, students analyze and integrate principles of social change and empowerment, summarize research that supports the decision-making process, and critique institutional and social systems. Students also have the opportunity to assess and discuss the future of health promotion, considering projections of needs over the next two decades *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8225 - Design and Analysis of Community Trials♦

(5 cr.) In this course, students investigate randomized, controlled trials of health promotion and education programs as well as disease-prevention interventions, using communities as the units of analysis. Students engage in an in-depth exploration of techniques for randomization, multicenter coordination, data management, team building, statistical analysis, models for community assessment, publication, and ethics. Through case studies, students assess the univariate, bivariate, and multivariate statistical techniques used in the studies to analyze data. Students also gain practical experience developing a grant proposal for a research project focused on contemporary public health education/promotion. *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8235 - Program Design, Planning, and Evaluation♦

(4 cr.) Students in the practicum are provided with the opportunity to apply and integrate the knowledge and skills acquired throughout their program of study and to further develop key professional competencies. Students engage in a field experience in a select public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students‘ performance throughout the entire practicum experience. This course

requires students to complete 240 hours of practicum work. They must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8270 - Health Informatics and Surveillance♦

(5 cr.) By addressing current trends and future applications in public health research, students develop advanced competency in health informatics and surveillance in this course. The key issues of data standards and integration, vocabularies and data transmission protocols, health information technology, surveillance systems, and the application of geographical information systems to situation awareness are addressed. Other topics include information architecture, public health records, electronic medical records, electronic health records, health information exchange, and database design, as well as information storage, security, and privacy.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8300 - Infectious Disease Epidemiology♦

(5 cr.) A practical understanding of the epidemiological characteristics of major infectious diseases in humans helps healthcare professionals develop strategies to prevent epidemics or transmission of the major infections affecting society today. In this course, students examine the epidemiology of infectious and acute diseases, including the impact of infectious diseases on populations, taxonomy and structure of disease agents, modes of transmission, infectivity, pathogenicity, virulence, incubation, and surveillance methods. They explore a variety of related topics, including diarrheal diseases, viral hepatitis, sexually transmitted diseases, HIV/AIDS, and airborne and vector-borne organisms. Through this course, students gain an understanding of the main epidemiological diseases in humans. *(Prerequisite(s):* Foundational and core curricula.)

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PUBH 8310 - Social and Behavioral Epidemiology♦

(5 cr.) Health professionals concerned with the prevention of communicable disease and the promotion of public health often focus their effort on studies and initiatives that benefit as many individuals as possible, which requires an understanding of the relationship between social and behavior issues of individuals and communities. In this course, students explore various works in social, behavioral, and psychiatric epidemiology, including those on the occurrence and distribution of illness. Students engage in various conceptual and practical assignments on the application of basic epidemiologic research designs; the study of social, behavioral, and psychiatric conditions in all age groups; and the relationship between sociocultural factors and individual or community behavioral issues. *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8315 - Economics and Financing of Public Health Systems♦

(5 cr.) In this course, students investigate the provision of resources for the delivery of public health services and the application of economic theories to health policy issues. Students explore how organizational characteristics interact with economic forces to produce systems performance outcomes, as well as how fiscal policy can influence the performance of public health systems. Students analyze grant-writing strategies and the advantages and disadvantages of various financing options. Other topics include methods of economic evaluation and their usefulness in determining appropriate financing mechanisms for public health systems.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8320 - Environmental and Occupational Epidemiology♦

(5 cr.) Students in this course are provided with an overview of the methods used in evaluating the health effects of physical, biological, and chemical agents in the environment and evidence-based information of such exposures. Students engage in policy questions raised by scientific evidence and they review and critically analyze current literature on specific environmental and occupational health issues of current interest. They devote special attention to study design, exposure assessment, outcome definition, and sources of bias. Through this course, students learn the focal responsibilities of occupational and environmental epidemiologists as well as their goals, which are to reduce health risks caused by environmental and occupational hazards and to provide guidance to those exposed to contaminants. *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8330 - Chronic Disease Epidemiology♦

(5 cr.) There are many approaches to advancing public health, one of which is examining and managing chronic disease factors from a research-based approach for effective prevention and intervention. In this course, students investigate the major chronic diseases: cancer, cardiovascular disease, neurological diseases, and diabetes. Students also focus on major risk factors that impact chronic disease. They explore the methods and functions of monitoring chronic diseases and evaluating prevention interventions. Demonstrating understanding of public health principles and other course concepts, students develop a community-based, chronic disease intervention evaluation plan to address a topic relevant to a specific population. *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8340 - Molecular and Genetic Epidemiology♦

(5 cr.) Professionals working in the field of molecular and genetic epidemiology investigate how genetic and molecular factors lend to susceptibility of disease, using the information to inform public health prevention and treatment initiatives. Students are acquainted with the fundamentals of molecular and genetic epidemiology. Assessing topical, scholarly literature in the field, students explore molecular markers of environmental exposures, applications to risk assessment, genetic markers of susceptibility, the Human Genome Project, genetic testing, gene-environment interaction, and pharmacogenomics. Sharpening scholarly-writing and research skills, students also engage in a critical analysis of a specific disease or health outcome from a molecular perspective for which they provide their findings and summary in a final, APA-formatted paper. *(Prerequisite(s):* Foundational and core curricula.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8350 - Field Methods and Data Analysis in Epidemiology

(5 cr.) Integrating theory and practice, students in this course have the opportunity to conduct epidemiological field studies, gaining a better understanding and appreciation of survey methodology. Students learn techniques and acquire resources needed to design and carry out the field portion of an epidemiological investigation, including staff recruitment and training; counting and listing techniques; enumeration methodologies; subject recruitment, retention, and tracking; data storage and management; and general survey instrument issues. Applying course concepts, students engage in practical discussions and hands-on lab assignments, which emphasize weekly content. *(Prerequisite(s):* Foundational and core curricula.)

PUBH 8400 - Public Health Leadership and Systems Thinking♦

(5 cr.) In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8440 - Application of Public Health and Behavior Change Theories♦

(5 cr.) This course presents a comprehensive look at public health and behavior change theories that apply to community health education. Students review and assess predominant social and behavioral principles at the individual, interpersonal, and community levels. Students discuss examples of how others have harnessed social marketing and communication technology to effect positive health behavior change in individuals and communities. Students learn to apply theories to public health research and practice.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8450 - Community Health Assessment♦

(5 cr.) This course covers community health assessment and its application to program planning. Students learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Topics include measuring selected determinants of community health status and health services use, classifying community assets, identifying data sources, and applying certain methods to maximize community participation. Students synthesize the results of a community health assessment to create a community diagnosis that serves as the basis for program planning and research design.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8475 - Advanced Program Implementation and Evaluation♦

(5 cr.) This course promotes competency in program design, implementation, and evaluation. It provides an overview of public health program planning and development, as well as needs and assets assessment. It focuses on the methods required to implement programs and evaluate their efficacy. Students discuss the administration and coordination of public health program interventions and activities, and explore the variety of methods used to facilitate public health research.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8500 - Advanced Biostatistics♦

(5 cr.) This course covers the advanced biostatistics methods that students need to prepare for conducting future research, as well as for critically reviewing the statistical methods incorporated in public health literature. Students learn to use statistical methodologies such as covariance and repeated measures, longitudinal data analysis, life tables and survival analysis, multiple regression, logistic regression, Poisson regression, and the Cox proportional hazards regression model. In this course, students use SPSS statistical software for advanced data management, manipulation, analysis, and the use of graphical techniques.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8520 - Advanced Epidemiology Methods♦

(5 cr.) This course integrates the principles of epidemiologic design, analysis, and interpretation at an advanced level. Students discuss data sources, assessment of dependent and independent variables, measurement error, confounding, and bias. Students explore methodological issues in epidemiology, including factors critical to public health research, such as missing data, intermediate variables, confounding, complex study designs, meta-analysis, and questionnaire design. The course covers concepts and applications in survival analysis, analysis of incidence rates, life tables, and parametric and nonparametric approaches.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8540 - Epidemiology Topics Seminar♦

(5 cr.) Students in this seminar are exposed to current research and special topics of interest in epidemiology. Students choose from a wide range of discussion topics, including infectious disease, non-endemic communicable disease, chronic disease, global health, maternal and child health, social and behavioral concerns, environmental issues, genetic factors, and other emerging topics of interest. Students perform a critical review of the research literature, providing them further insight into topics of epidemiology.

♦*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8550 - Writing a Quality Prospectus♦

(5 cr.) The focus of this course is on the process of writing the doctoral dissertation premise and prospectus. The premise will guide students through their committee selection process. The prospectus will guide students through the stages of writing a dissertation—conducting a literature review, developing a problem statement and research questions, and evaluating research designs, methods, and types of analysis. The premise and prospectus that students write for this course will be for a possible dissertation topic. This exercise is the cornerstone of this course and will prepare students for working with their chosen dissertation topic.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PUBH 8560 - Advanced Analysis of Secondary Data

(5 cr.) Through this course, students develop an advanced understanding of statistical methodology and the use of biomedical and secondary data sources. Topics include how

researchers work with groups and institutions that provide or create publicly available data sets. Students explore how to design research to make appropriate use of secondary data sources. The course also addresses simple and complex sampling designs and sample weighting, as well as the strengths and limitations of using secondary data.

PUBH 9000 - Public Health Dissertation

(30 cr. minimum—6 credits per term for minimum 5 terms) Doctoral students are offered the opportunity to integrate their program of study into an in-depth exploration within an interest area through the completion of a research study in this course. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. They must also participate in an accompanying online course and complete a prospectus, proposal, Institutional Review Board application, and final dissertation paper and presentation. Once students register for PUBH 9000, they are registered each term until successful completion of the dissertation. *(Prerequisite(s):* Foundational and core curricula; appointment of an approved dissertation committee chair.)

PUBH 9001 - Dissertation

(20 cr. minimum—5 cr. per term for minimum 4 terms) This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation.

READ

READ 6581 - Reading in the Content Areas, Grades 6–12♦

(3 sem. cr.) Education professionals learn and use research-based strategies to enhance their students‘ reading proficiency and develop critical literacy skills while teaching essential content. Strategies are designed to enhance learning in science, mathematics, history, English, and other middle-level or secondary content areas.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

READ 6582 - Writing in the Content Areas, Grades 6–12♦

(3 sem. cr.) Educators in this course gain practical experience integrating writing into content area curriculum, instruction, and assessment. They learn how to help students use writing to deepen and articulate clearly their understanding of subject matter. Educators examine and apply strategies for using various types of journals and learning logs, writing frameworks, and note-taking tools. They also develop, implement, and evaluate writing tasks to help students focus on the concepts or ideas for a specific unit of study. Additionally, a special emphasis of the course is

on teaching the writing process and skills for effective writing in various genres. Educators develop plans for guiding students through prewriting, drafting, revising, editing, and publishing stages of the writing process.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

READ 6583 - Technology and Literacy in the Content Areas, Grades 6-12♦

(3 sem. cr.) In this course, educators integrate technology into research-based instructional models and strategies to develop higher levels of literacy and facilitate more effective content area learning. Educators develop and assess activities designed to expand the learning community across boundaries through the application of information literacy skills, such as Internet searching and critically evaluating online resources. They also collaborate with other educators to develop an internet workshop to engage students in using information literacy skills. Educators have the opportunity to reflect on theories, concepts, and strategies presented in the course to determine how they can most effectively use this knowledge to benefit their students and further their professional development.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

READ 6584 - Supporting Struggling Readers, Grades 6–12♦

(3 sem. cr.) Educators learn and use strategies to help improve middle level and secondary students‘ reading, writing, test-taking, and study skills as a way to increase their learning and achievement in the content areas.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

RELG

RELG 2001 - World Religions♦

(5 cr.) In this course, students engage in an exploration of the tenets and sacred texts of the religions of the world. They explore Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal religions (e.g., American Indian, African). Students demonstrate their understanding of course concepts and principles through a final comparative essay in which they make connections among religions and analyze how followers use religion to make sense of the world around them. Through this project and other weekly, applied assignments, students gain the knowledge needed to identify the origins, history, beliefs, and practices of the major world religions. *Prerequisite(s):* ENGL 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

RSCH

RSCH 6100L - 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.

RSCH 6100Y - 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.

RSCH 6200Y - 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.

RSCH 6300Y - 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.

RSCH 7100D - Research Theory, Design, and Methods

(4 cr.) Education professionals are provided with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level in this course. They 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. Education professionals apply and synthesize their knowledge and skills by developing elements of simple research plans. *(Prerequisite(s):* A foundations course or first course in a program).

RSCH 7200D - Quantitative Reasoning and Analysis

(4 cr.) Education professionals are provided with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts in this course. They 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. Education professionals approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. They use statistical software to calculate statistics and interpret and present results. Education professionals will apply and synthesize their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 7100D.)

RSCH 7250 - Advanced Quantitative Reasoning and Analysis

(4 cr.) In this research course, educators build on knowledge and skills acquired in RSCH 8200: Quantitative Reasoning and Analysis and are provided with experience applying them. Educators are provided 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. They 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. Educators approach statistics from a problem-solving perspective, with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. They use statistical software to perform analyses and interpret and present results. Educators apply and synthesize their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 7200D.)

RSCH 8100C - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their

knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s):* Foundations course or first course in a program.)

RSCH 8100D - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s):* A Foundations course or first course in a program.)

RSCH 8100H - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s):* A Foundations course or first course in a program.)

RSCH 8100P - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s):* A Foundations course or first course in a program.)

RSCH 8100U - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and

social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s):* A Foundations course or first course in a program.)

RSCH 8100X - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s):* A Foundations course or first course in a program.)

RSCH 8100Y - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s):* a Foundation course or first course in a program.)

RSCH 8100Z - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s):* for KAM or mixed-model specializations, AMDS 8008 or SBSF 8005; for course-based specializations, MGMT 8010.)

RSCH 8101 - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop 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. The course also introduces students to the quantitative, qualitative, and mixed-method

research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *Prerequisite(s):* Foundations course or first course in a program.)

RSCH 8200C - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8100C.)

RSCH 8200D - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8100D.)

RSCH 8200H - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8100H.)

RSCH 8200P - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8100P.)

RSCH 8200U - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8100U.)

RSCH 8200X - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8100X)

RSCH 8200Y - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8100Y.)

RSCH 8200Z - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* for KAM or mixed-model specializations, SBSF 7100; for course-based specializations, MGMT 8440, MGMT 8540, MGMT 8640 or MGMT 8740 AND MGMT 8990.)

RSCH 8201 - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop 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. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8101.)

RSCH 8250 - Advanced Quantitative Reasoning and Analysis

(4 cr.) Students in this research course build upon their established quantitative research proficiencies and are provided with practical experience in application. Students are also provided with the opportunity to develop specialized knowledge and skills to design 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. They approach 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. They also apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s):* RSCH 8200P.)

RSCH 8250C - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200C 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(s):* RSCH 8200C.)

RSCH 8250D - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200Z 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(s):* RSCH 8200D or SBSF 7100.)

RSCH 8250P - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200P 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(s):* RSCH 8200P.)

RSCH 8250U - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200U 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(s):* RSCH 8200U or SBSF 7100.)

RSCH 8250X - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200X 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(s):* RSCH 8200X.)

RSCH 8250Y - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200Y - 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(s):* RSCH 8200Y.

RSCH 8250Z - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200Z 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(s):* RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427 AND Residency 3.)

RSCH 8251 - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8201 - 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(s):* RSCH 8201.)

RSCH 8300C - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* RSCH 8100C.)

RSCH 8300D - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* RSCH 8100D.)

RSCH 8300H - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* RSCH 8100H.)

RSCH 8300P - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* RSCH 8100P.)

RSCH 8300U - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* RSCH 8100U.)

RSCH 8300X - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* RSCH 8100X.)

RSCH 8300Y - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* RSCH 8100Y.)

RSCH 8300Z - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* for KAM or mixed-model specializations, SBSF 7100; for course-based specializations, MGMT 8410 and 8420 OR MGMT 8510 and 8520 OR MGMT 8610 and 8620 OR MGMT 8710 and 8720.)

RSCH 8301 - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop 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. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. *Prerequisite(s):* RSCH 8101.)

RSCH 8350 - Advanced Qualitative Reasoning and Analysis

(4 cr.) Students in this research course build upon their established qualitative research proficiencies and provides them with practical experience in application. Students are also provided with the opportunity to develop 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. They apply their knowledge and skills by developing a qualitative research plan. *(Prerequisite(s):* RSCH 8300P)

RSCH 8350C - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300C 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(s):* RSCH 8300C.)

RSCH 8350D - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300Z 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(s):* RSCH 8200D or SBSF 7100.)

RSCH 8350P - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300P 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(s):* RSCH 8300P.)

RSCH 8350U - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300U 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(s):* RSCH 8300U.)

RSCH 8350X - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300X 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(s):* RSCH 8200X or SBSF 7100.)

RSCH 8350Y - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300Y - 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(s):* RSCH 8300Y.)

RSCH 8350Z - Advanced Qualitative Reasoning and Analysis

4 cr. This research course builds upon knowledge and skills acquired in RSCH 8300Z 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(s):* RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427 AND Residency 3.)

RSCH 8351 - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8350 - 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(s):* RSCH 8350.)

RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.) Students in this research course build upon their established qualitative and quantitative research proficiencies. Students are also provided with the opportunity to develop specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. Students engage in assignments that emphasize the integration of quantitative and qualitative elements into true mixed-methods studies, focusing on reliability and validity in mixed-methods approaches. They also practice data analysis and integration of qualitative and quantitative data within a research write up leading to proposal

development. Students apply their knowledge and skills by developing a mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8200P and RSCH 8300P.)

RSCH 8450C - Advanced Mixed Methods Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200C Quantitative Reasoning and Analysis and RSCH 8300C Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies; practice in data analysis; and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8200C and RSCH 8300C.)

RSCH 8450D - 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 8300 Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8200D or SBSF 7100.)

RSCH 8450P - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200P Quantitative Reasoning and Analysis and 8300 Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8200P and RSCH 8300P.)

RSCH 8450U - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200U Quantitative Reasoning and Analysis and 8300U Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8200U or SBSF 7100.)

RSCH 8450X - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200X Quantitative Reasoning and Analysis and 8300X Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8200X or SBSF 7100.)

RSCH 8450Y - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200Y Quantitative Reasoning and Analysis and RSCH 8300Y Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies; practice in data analysis; and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8200Y and RSCH 8300Y.)

RSCH 8450Z - 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 8300 Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at

the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427 AND Residency 3.)

RSCH 8451 - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8250 - Quantitative Reasoning and Analysis and RSCH 8350 - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies; practice in data analysis; and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s):* RSCH 8250 and RSCH 8350.)

SBSF

SBSF 7100 - Research Forum

(6 cr.) The purpose of this dissertation companion course is to assist education professionals in making steady progress toward completing their degree. The companion provides a forum for ongoing exchange of ideas, input, and feedback between education professionals and the dissertation chair as education professionals complete coursework for their Ph.D. in Education and prepare to begin their dissertation. The instructor of record for a section of the companion is the chair of the dissertation committee. Section participants are education professionals working with the faculty mentor at the early stages of their dissertation.

SBSF 8015 - Graduate Writing I: Evaluative Composition Skills (Ed.D. and Ed.S.)

(2 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden‘s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and work to develop an academic voice. ***Note:*** This

course is for semester-based students in the Doctor of Education (Ed.D.) and Education Specialist (Ed.S.) programs.

SBSF 8016 - Graduate Writing II: Persuasive Composition Skills (Ed.D.and Ed.S.)

(2 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden's writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. ***Note:*** This course is for semester-based students in the Doctor of Education (Ed.D.) and Education Specialist (Ed.S.) programs.

SBSF 8024 - Graduate Writing: Evaluative and Persuasive Composition Skills (Ph.D. Education Students)

(4 cr.) This course is designed for students to enhance their ability to succeed in Walden's writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and write in a scholarly voice. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. ***Note:*** This course is for Ph.D. in Education students.

SBSF 8110 - Theories of Social Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8111 - Theories of Social Change (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of

KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8120 - Current Research in Social Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8125 - Current Research in Social Change and Educational Technology

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8130 - Professional Practice and Social Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8135 - Professional Practice, Social Change, and Education Technology

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8210 - Theories of Human Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8220 - Current Research in Human Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8225 - Current Research in Human Development and Educational Technology

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8230 - Professional Practice and Human Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8235 - Professional Practice, Human Development, and Educational Technology

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8310 - Theories of Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8320 - Current Research in Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8325 - Current Research in Social Systems and Educational Technology

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8330 - Professional Practice and Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8335 - Professional Practice, Social Systems, and Educational Technology

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SCIE

SCIE 6660 - The Nature of Science♦

(3 sem. cr.) Education professionals can investigate the nature and history of science and the role science plays in 21st-century life. They can discover unifying themes across all areas of science such as scientific inquiry, systems and energy, models and scale, constancy and change, ecology and the environment, and form and function. Education professionals can explore environmental science and apply the scientific tools of inquiry, discovery, hypothesis, and theory to facilitate their own learning in science and to foster engaging and motivating scientific learning in their students.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

SCIE 6661 - Exploring the Physical World♦

(3 sem. cr.) Education professionals can examine various physical phenomena (e.g., light, sound, heat, magnetism, and motion) in this course. They engage in authentic, active learning experiences that advance their knowledge about these phenomena and model creative teaching approaches that can be used to engage their students in powerful learning about the physical sciences. The practical application of theories and concepts will be emphasized.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

SCIE 6662 - Investigating the Living World♦

(3 sem. cr.) Education professionals take a journey of discovery and explore the components of the living world, including plants, animals, fungi, and other organisms as well as their ecology in this course. They can learn about the controversy that persists in the scientific community about what makes an organism alive and discover how organisms interact with each other and their environments. Education professionals use inquiry methods to develop learning experiences to engage their own students in exploring these ideas in the classroom.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

SCIE 6663 - Exploring the Earth and Beyond♦

(3 sem. cr.) Education professionals can investigate timeless questions about how the Earth fits into time and space. Explorations will span from ocean depths to the breadth of the universe in this course. They examine earthly and other-world phenomena, such as weather, climate, volcanoes, earthquakes, planetary systems, and supernovae, and explore the similarities and differences between this world and other worlds. Transferring this scientific knowledge to classroom instruction will be emphasized.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

SCIE 6664 - Looking into the Future of Science and Education♦

(3 sem. cr.) Education professionals take a future-focused view of science while developing their skills in science education during this course. Trends, issues, challenges, and opportunities related to science and its role in schools, society, and the workplace will be explored. Topics include genetic engineering, biotechnologies, environmental issues such as climate change and global warming, and the call for education in STEM (science, technology, engineering, and mathematics). Education professionals engage in professional discourse to grapple with uncertainties, and learn how scientific principles can be used to advocate for authentic social change.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

SCNC

SCNC 4001 - Analyzing Contemporary Scientific Controversies♦

(5 cr.) In this course, students critically examine controversies in science. They explore topics including pseudoscience, human cloning, stem cell research, genetically modified foods, and climate change. Students learn to articulate sound arguments for the validity of scientific claims as well as demonstrate an understanding of the reasons why popular beliefs in unsubstantiated claims persist. *(Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

SOCI

SOCI 1001 - Introduction to Sociology♦

(5 cr.) Students have the opportunity, in this course, to think critically about society and their own lives from a wide range of classical and contemporary perspectives. Students engage in assignments that balance theory with current research findings and emphasize social policy. They explore and apply major theoretical perspectives to evaluate chosen topics, analyze culture and society through the exploration of holidays and celebrations, consider the idea of self in relation to global perspectives, and compare and contrast social institutions. Through their study of sociology, students sharpen their critical-thinking skills and develop a sociological imagination, which they can use throughout their personal and professional lives to understand social structure and behavior. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

SOCI 2001 - Multicultural Dimensions of Society♦

(5 cr.) As globalism increasingly affects all facets of society, including school, work, and situations in everyday life, our country is growing increasingly diverse. This course provides students with a framework to understand, respect, and value diversity through real-life experiences and reflections. Students explore concepts of teamwork, leadership, communication, and conflict management among people with diverse life experiences. They complete a range of short writing assignments on such topics as prejudice, cultural bias, and discrimination; religious freedom; and diversity. Through this course, students gain the knowledge and sensibilities to develop appropriate, flexible approaches for identifying and managing diversity issues in the workplace. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

SOCI 4080 - Social Responsibility

(5 cr.) Technological advancements, globalization, and other 21st-century dynamics that bring individuals together provide a means and a responsibility to work collectively for the common good. This course provides an interdisciplinary synthesis of learning for students through the lens of civic engagement and social responsibility. Students engage in assignments that emphasize problem solving in contemporary society. They explore the history of social responsibility and issues related to social change, civic engagement, and the media. In this course, students develop awareness and skills to sustain and advance the communities in which they live. *Prerequisite(s):* All other required general education courses completed.) ***Note:*** This course is delivered over a 6-week term, but is equated to SOCI 4080E, which is delivered over a 12-week term.

SOCI 4080E - Social Responsibility

(5 cr.) Technological advancements, globalization, and other 21st-century dynamics that bring individuals together provide a means and a responsibility to work collectively for the common good. This course provides an interdisciplinary synthesis of learning for students through the lens of civic engagement and social responsibility. Students engage in assignments that emphasize problem solving in contemporary society. They explore the history of social responsibility and issues related to social change, civic engagement, and the media. In this course, students develop awareness and skills to sustain and advance the communities in which they live. *(Prerequisite(s):* All other required general education courses completed.) ***Note:*** This course is delivered over a 12-week term, but is equated to SOCI 4080, which is delivered over a 6-week term.

STAT

STAT 2001 - Statistics♦

(5 cr.) In this course, students examine the fundamentals of probability and descriptive and inferential statistics. Students learn concepts of hypothesis testing, simple regression, and correlation analysis, focusing on the application of these techniques to business decision making. Applying these concepts to analyze hypothetical case scenarios, students learn practical ways that they can use statistics in their daily life. Students also have the opportunity to share insight and gain new perspectives on these topics through weekly discussions. *Prerequisite(s):* MATH 1030 or 1040.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

STAT 3001 - Statistical Methods and Applications♦

(5 cr.) Students in this course gain a foundation in statistical methodology as well as ways to use critical judgment in analyzing data sets. Through technology applications and hands-on lab work, students learn concepts of descriptive statistics, hypothesis testing, confidence intervals, t-test, one-way analysis of variance, correlation, and non-parametric methods (e.g., chi-square tests). Students gain the knowledge and skill to be able to analyze and apply statistics to research problems and everyday life situations. *Prerequisite(s):* COMM 1001.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

STAT 3401 - Statistical Concepts♦

(5 cr.) Evaluation of software quality depends on statistics for many functions, such as assessing the number of bugs in different software routines and evaluating the efficiency of a program. This course provides students with an introduction to statistics in assessing the quality of software. Students synthesize theory with practical applications to learn the fundamentals of statistical reasoning, use of numeric and graphical descriptive statistics, parameter estimation and inferential methods, research design, and linear regression. Students also have the opportunity to practice using a statistical software package to solve statistics problems. *(Prerequisite(s):* ITEC 2020.)

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an Enrollment Advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

WCSS

WCSS 3100 - Skills for Academic Integrity

(1.5 cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations.

Upon completion, students will be able to demonstrate improvement in writing with academic integrity. ***Note:*** This course is for bachelor's-level students.

WCSS 3100 - Skills for Academic Integrity

(1.5 cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. ***Note:*** This course is for quarter-based master‘s-level students. (Course previously listed as SBSF 5100.)

WCSS 3100 - Skills for Academic Integrity

(1.5 cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. ***Note:*** This course is for quarter-based doctoral-level students.

WCSS 3101 - Skills for Academic Integrity

(1 sem. cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. ***Note:*** This course is for semester-based master‘s-level students. (Course previously listed as SBSF 5101.)

WCSS 3101 - Skills for Academic Integrity

(1 sem. cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. ***Note:*** This course is for semester-based doctoral-level students.

WCSS 3200 - A Practical Course in APA Style

(1.5 cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in their coursework and major writing projects. This course focuses on grammar only in regard to APA style nuances. Weekly assignments are based on the required text, Mastering APA Style: Student‘s Workbook and Training Guide. ***Note:*** This course is for bachelor's-level students.

WCSS 3200 - A Practical Course in APA Style

(1.5 cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in their coursework and major writing projects. This course focuses on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA *Manual*, this course does not offer instruction in the presentation of advanced research nor is it a course in research methods. Weekly assignments are based on the required text, *Mastering APA Style: Student's Workbook and Training Guide*. ***Note:*** This course is for quarter-based master‘s-level students.

WCSS 3200 - A Practical Course in APA Style

(1.5 cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the Publication Manual of the American Psychological Association. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in coursework, KAMs, and capstone projects. This course focuses on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA Manual, this course does not offer instruction in the presentation of advanced research nor is it a course in research methods. Weekly assignments are based on the required text, Mastering APA Style: Student‘s Workbook and Training Guide. ***Note:*** This course is for quarter-based doctoral-level students.

WCSS 3201 - A Practical Course in APA Style

(1 sem. cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice are provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for

successful writing experiences in coursework, KAMs, and capstone projects. The focus of this course is on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA Manual, instruction in the presentation of advanced research is not offered nor is it a course in research methods. Weekly assignments are based on the required text, *Mastering APA Style: Student's Workbook and Training Guide.* ***Note:*** This course is for semester-based master's-level students.

WCSS 3201 - A Practical Course in APA Style

(1 sem. cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice are provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in coursework, KAMs, and capstone projects. The focus of this course is on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA Manual, instruction in the presentation of advanced research is not offered nor is it a course in research methods. Weekly assignments are based on the required text, *Mastering APA Style: Student's Workbook and Training Guide.* ***Note:*** This course is for semester-based doctoral-level students.

WCSS 6000 - Graduate Writing: Evaluative and Persuasive Composition Skills

(3 cr.) This course is designed for students to enhance their ability to succeed in Walden's writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and write in a scholarly voice. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. ***Note:*** This course is for quarter-based master's-level students.

WCSS 6000G - Graduate Writing: Evaluative and Persuasive Composition Skills

(3 cr.) This course is designed for students to enhance their ability to succeed in Walden's writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course

assignments, create discussion board posts, and write in a scholarly voice. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. ***Note:*** This course is for quarter-based doctoral-level students.

WCSS 6010 - Graduate Writing I: Evaluative Composition Skills

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden‘s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class is a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and work to develop an academic voice. ***Note:*** This course is for semester-based master‘s-level students.

WCSS 6010G - Graduate Writing I: Evaluative Composition Skills (D.B.A.)

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden‘s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and work to develop an academic voice. ***Note:*** This course is for semester-based students in the Doctor of Business Administration (D.B.A.) program.

WCSS 6011 - Graduate Writing II: Persuasive Composition Skills

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden‘s writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course, which is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. Students in this course are provided with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. ***Note:*** This course is for semester-based master‘s-level students.

WCSS 6011G - Graduate Writing II: Persuasive Composition Skills (D.B.A.)

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden‘s writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. ***Note:*** This course is for semester-based students in the Doctor of Business Administration (D.B.A.) program.

WCSS 6100 - Critical Thinking and Logic

(3 cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators‘ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. ***Note:*** This course is for quarter-based master‘s-level students.

WCSS 6100 - Critical Thinking and Logic

(3 cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators‘ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. ***Note:*** This course is for quarter-based doctoral-level students.

WCSS 6101 - Critical Thinking and Logic

(2 sem. cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators‘ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. ***Note:*** This course is for semester-based master‘s-level students.

WCSS 6101 - Critical Thinking and Logic

(2 sem. cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators‘ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. ***Note:*** This course is for semester-based doctoral-level students.

WCSS 6110 - Communications and Teamwork in a Global Society

(3 cr.) The information and sensibilities a person needs to work effectively in teams, to collaborate with others, and to function effectively in a diverse, global environment are provided in this course. The focus is also on the different communication styles of individuals, the dynamics of teams, and understanding basic issues and practices in cross-cultural communication and cooperation. As communities and workplaces continue to diversify and globalize, respecting differences, understanding how others think, and understanding how to communicate and work effectively with people who are different from one's elf are essential skills for success. ***Note:*** This course is for quarter-based master‘s-level students.

WCSS 6110 - Communications and Teamwork in a Global Society

(3 cr.) The information and sensibilities a person needs to work effectively in teams, to collaborate with others, and to function effectively in a diverse, global environment are provided in this course. The focus is also on the different communication styles of individuals, the dynamics of teams, and understanding basic issues and practices in cross-cultural communication and cooperation. As communities and workplaces continue to diversify and globalize, respecting differences, understanding how others think, and understanding how to communicate and work effectively with people who are different from one's elf are essential skills for success. ***Note:*** This course is for quarter-based doctoral-level students.

WCSS 6111 - Communications and Teamwork in a Global Society

(2 sem. cr.) The information and sensibilities a person needs to work effectively in teams, to collaborate with others, and to function effectively in a diverse, global environment are provided in this course. The focus is also on the different communication styles of individuals, the dynamics of teams, and understanding basic issues and practices in cross-cultural communication and cooperation. As communities and workplaces continue to diversify and globalize, respecting differences, understanding how others think, and understanding how to communicate and work effectively with people who are different from one's self are essential skills for success.

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WCSS 6150 - Graduate Writing for Non-Native English Speakers

(3 cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. ***Note:*** This course is for quarter-based master‘s-level students.

WCSS 6150 - Graduate Writing for Non-Native English Speakers

(3 cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. ***Note:*** This course is for quarter-based doctoral-level students.

WCSS 6151 - Graduate Writing for Non-Native English Speakers

(2 sem. cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. ***Note:*** This course is for semester-based master‘s-level students.

WCSS 6151 - Graduate Writing for Non-Native English Speakers

(2 sem. cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a

graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. ***Note:*** This course is for semester-based doctoral-level students.

WCSS 6300 - Advanced Reading Strategies

(3 cr.) This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will practice an active approach to reading, gaining skills that will assist in quickly navigating texts. This course will assist students to become better consumers of information. Information literacy techniques allow students to evaluate and analyze content with greater ease. This course is appropriate for students preparing for tests of reading-related skills and students in reading-intensive courses.

WCSS 6300 - Advanced Reading Strategies

(3 cr.) This course helps students prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They will also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

WCSS 6300 - Advanced Reading Strategies

(3 cr.) This course helps students prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They will also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

WCSS 6301 - Advanced Reading Strategies

(2 sem. cr.) This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will practice an active approach to reading, gaining skills that will assist in quickly navigating texts. Students can become better consumers of information. Information literacy techniques allow students to evaluate and analyze content with greater ease. This course is appropriate for students preparing for tests of reading-related skills and students in reading-intensive courses.

WCSS 6301 - Advanced Reading Strategies

(2 sem. cr.) This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will practice an active approach to reading, gaining skills that will assist in quickly navigating texts. Students can become better consumers of information. Information literacy techniques allow students to evaluate and analyze content with greater ease. This course is appropriate for students preparing for tests of reading-related skills and students in reading-intensive courses.

WCSS 6400 - Succeeding on Academic and Professional Exams

(3 cr.) Students in this course are helped to prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

WCSS 6400 - Succeeding on Academic and Professional Exams

(3 cr.) Students in this course are helped to prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

WCSS 6400 - Succeeding on Academic and Professional Exams

(3 cr.) Students in this course are helped to prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

WCSS 6401 - Succeeding on Academic and Professional Exams

(2 sem. cr.) Students are helped to prepare for professional and academic exams, many of which are required for licensure, in this course. Students learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

WCSS 6401 - Succeeding on Academic and Professional Exams

(2 sem. cr.) Students are helped to prepare for professional and academic exams, many of which are required for licensure, in this course. Students learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

WCSS 6500 - Effective Assignment Strategies

(3 cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to successfully complete weekly writing assignments is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of

assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality larger papers common in many courses.

WCSS 6500G - Effective Assignment Strategies

(3 cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to successfully complete weekly writing assignments is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality larger papers common in many courses. ***Note:*** Free version

WCSS 6501 - Effective Assignment Strategies

(2 sem. cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to successfully complete weekly writing assignments is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality larger papers common in many courses.

WCSS 6501G - Effective Assignment Strategies

(2 sem. cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to successfully complete weekly writing assignments is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality larger papers common in many courses. ***Note:*** Free version

WCSS 8350 - Writing a Literature Review

(4.5 cr.) The purpose of this course is to help students write a well-structured, soundly presented critical literature review. The course covers topic selection, research analysis, and writing, editing, and proofreading strategies. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master‘s and doctoral students who are writing course papers, theses, or dissertations. ***Note:*** This course is for quarter-based master‘s-level students. (Course previously listed as SBSF 5350.)

WCSS 8350 - Writing a Literature Review

(4.5 cr.) The purpose of this course is to help students write a well-structured, soundly presented critical literature review. The course covers topic selection, research analysis, and writing, editing, and proofreading strategies. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master‘s and doctoral students who are writing course papers, theses, or dissertations. ***Note:*** This course is for quarter-based doctoral-level students. (Course previously listed as SBSF 7250.)

WCSS 8351 - Writing a Literature Review

(3 sem. cr.) The purpose of this course is to help students write a well-structured, soundly presented critical literature review. Topic selection, research analysis, and writing, editing, and proofreading strategies are covered in this course. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master‘s and doctoral students who are writing course papers, theses, or dissertations. ***Note:*** This course is for semester-based master‘s-level students. (Course previously listed as SBSF 5351.)

WCSS 8351 - Writing a Literature Review

(3 sem. cr.) The purpose of this course is to help students write a well-structured, soundly presented critical literature review. Topic selection, research analysis, and writing, editing, and proofreading strategies are covered in this course. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master‘s and doctoral students who are writing course papers, theses, or dissertations. ***Note:*** This course is for semester-based doctoral-level students. (Course previously listed as SBSF 7251.)

WLDN

WLDN 1000 - Dynamics of Walden Success: Learning Lab

(1 cr.) Walden University offers students a dynamic learning environment and a range of support services to ensure academic success. In this course, students immerse themselves in Walden

University's online learning environment and apply skills from the student readiness orientation. In addition, students discover and apply the tools and services that will support them throughout their degree program. Through classroom discussions and the application of key communication principles, students establish an online community of peers and explore their degree program with discipline-specific examples. Through this course students prepare for their Walden academic career and continue their orientation to the university.

Walden University

2012–2013 Handbook

March 2013

WALDEN UNIVERSITY

A higher degree. A higher purpose.

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org.

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

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

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 2012–2013 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.

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.

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

A Message for Students

Catalog, Student Handbook, and University Guidebooks

The *Walden University Student Handbook* and *Catalog* are updated quarterly—in September, December, March, and June. The most recent version of the catalog is the default publication, but you can access the current handbook or other catalogs from the current academic year by opening the drop-down menu in the upper-right corner of this page, making a selection, and then clicking ―Go." Older catalogs are available by selecting the ―Archived Catalogs" link in the left navigation pane.

Students who are enrolled during the 2012–2013 academic year are subject to the degree requirements described in the *Walden University Catalog* for the academic year in which they were admitted.

Additionally, students are subject to the policies and procedures described in the most current *Walden University Student Handbook*, regardless of the academic year in which they were admitted. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period.

Students are encouraged to provide feedback about the catalog and handbook or any suggestions for improvement by sending their comments to catalog@waldenu.edu.

The faculty and staff of Walden are here to help students succeed in their academic pursuits.

Sincerely,

Eric Riedel, Ph.D.
Chief Academic Officer

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Where to Look

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Accelerate Into Master‘s (AIM)	x		
Academic Advising		x	
Admission Requirements		x	
Bursar		x	
Capstone	x		
Code of Conduct		x	
Curriculum	x		
Degrees	x		
Disability Services		x	
Dissertation	x	x	X
Doctoral Study	x	x	X
Faculty Members	x		
Field Experiences	x	x	X
Final Projects	x	x	X
Financial Aid		x	
KAMs, Policies and Procedures		x	X
Licensure	x	x	
Minors	x	x	
Registrar		x	
Residencies		x	
Specific Courses	x		
Specific Programs	x		
Student Responsibility for Technology		x	
Thesis		x	X
Transfer of Credit		x	
Tuition and Fees		x	
University Vision and Mission		x	

Students should contact their Academic Advisor with other questions about where to find information.

Introduction and Legal Information

About Walden University

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

Highlights of Walden's commitment include

- **Diverse and comprehensive core curriculum:** Walden University provides students the intellectual foundation necessary to see the interrelationships among the central ideas and means of expression that are specific to the disciplines. This foundation supplies a context for knowledge and makes possible the cross-fertilization of ideas to enhance creativity, innovation, and problem-solving.
- **Student-centeredness:** Walden's faculty and staff are devoted to helping students balance their education with their personal and professional lives. Walden's library, tutoring, and other student services also provide essential resources.
- **Real-world application:** Degree programs are developed by scholar-practitioners who continually assess courses to make sure they are current and relevant.
- **International perspectives:** Walden University is part of the Laureate International Universities global network of 60 accredited campus-based and online universities in 29 countries, serving more than 740,000 students on more than 100 campuses around the world. Students in the *Laureate International Universities* network have an unprecedented opportunity to expand their international outlook and gain insights that they can apply directly to their professions.
- **Positive social change:** Walden believes that knowledge is most valuable when put to use for the greater good. Students, alumni, and faculty are committed to improving the human and social condition by creating and applying ideas to promote the development of individuals, communities, and organizations as well as society as a whole.
- **Scholar-practitioner model:** Walden's goal is to help students become scholar-practitioners by challenging them to integrate scholarly research with their own expertise as skilled practitioners in their fields.

History

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

Henry David Thoreau, *Walden* (1854)

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

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

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

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

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

In February 2002, following the transfer of majority interest in Walden University from Ackerman to Sylvan Ventures, the university began changing from a graduate institution to a comprehensive university, offering bachelor's, master's, and doctoral degrees. In 2004,

Ackerman sold his remaining interest in Walden to Laureate Education, Inc. (formerly Sylvan Learning Systems, Inc.).

In January 2005, Walden University merged with National Technological University, an online engineering graduate school also owned by Laureate Education, Inc., providing the university reach into another major profession in need of access to high-quality education. With this change in ownership, the university has made significant improvements in its infrastructure, its faculty, and its student services. Walden was reaccredited by the North Central Association for another 7 years in 2005. The university‘s curriculum for the master‘s program in nursing was accredited by the Commission on Collegiate Nursing Education in 2006.

Each year, the university continues to expand its offerings, with new programs recently added in education, psychology, 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 M.S. in Mental Health Counseling received accreditation by the Council for Accreditation of Counseling and Related Educational Programs. Walden also introduced additional technology to better address the needs of its students. Services include a fully digital library, a Career Services Center with practical online tools, Virtual Field Experiences™ (VFE®), and MobileLearn™, which enables students to download course content for use on mobile devices.

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

Walden University's Academic Structure
College of Undergraduate Studies
The Richard W. Riley College of Education and Leadership
College of Health Sciences • School of Health Sciences • School of Nursing
College of Management and Technology • School of Information Systems and Technology • School of Management
College of Social and Behavioral Sciences

- School of Counseling and Social Service
- School of Psychology
- School of Public Policy and Administration

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

Vision, Mission, and Goals

Vision

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

Mission

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

Goals

- To provide multicontextual educational opportunities for career learners.
- To provide innovative, learner-centered educational programs that recognize and incorporate the knowledge, skills, and abilities students bring into their academic programs.
- To provide its programs through diverse process-learning approaches, all resulting in outcomes of quality and integrity.
- To provide an inquiry/action model of education that fosters research, discovery, and critical thinking and that results in professional excellence.
- To produce graduates who are scholarly, reflective practitioners and agents of positive social change.

University Values

Quality • Integrity • Student-Centeredness

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 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 engineering higher education to influence social change and societal advances.

Mission

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

School of Management Mission and Vision

Vision

To create an innovative and engaging learning experience that provides learners with the opportunity to utilize their acquired knowledge to become globally competent and ethical leaders for the benefit of their communities, organizations, and the world.

Mission

To educate and prepare career professionals to be global citizens who are effective leaders, managers, and scholar-practitioners.

College of Social and Behavior Sciences Mission and Vision

Vision

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

Mission

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

School of Counseling and Social Service Mission and Vision

Vision

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

Mission

The School of Counseling and Social Service is dedicated to preparing adult learners as scholar-practitioners and agents who promote positive social change in the human services professions. Students are mentored by a global faculty community of doctoral level scholars with a breadth of personal and professional experience. Graduates will be equipped with knowledge of contextually and culturally relevant applications and action-oriented research skills that which enhances their abilities to excel in unique practice environments.

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 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.

Social Change

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

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

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

University Outcomes

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

- Understand and continuously develop and change themselves, the organizations in which they work, and society at large.
- Create new knowledge dedicated to the improvement of social conditions, and to positively impact society by putting that knowledge into practice, by modeling their learning through action, and by being civically engaged.
- Continue learning across their lifetimes, as practitioners, researchers, and scholars, and to continue to impact social change.
- Achieve professional excellence as active and influential professionals by applying their learning to specific problems and challenges in their work settings and professional practice.
- Be information literate, including knowing the literature of their professional fields and reading it critically.
- Understand the design and methods of inquiry in their professional fields.

- Practice in their professional fields legally and ethically.
- Communicate effectively, particularly to communicate their learning and research to others.
- Appreciate, respect, and advocate for diversity and multiculturalism within their professional fields.
- Function flexibly and effectively in a variety of educational environments, including online and distributed environments.

Accreditation

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org.

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

Walden University's B.S. in Business Administration, Executive Master of Business Administration (EMBA), Master of Business Administration (M.B.A.), Doctor of Business Administration (D.B.A.), and Ph.D. in Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). 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 (R.E.P.), Walden has agreed to abide by PMI-established quality assurance criteria.

The Society for Human Resource Management (SHRM) acknowledges that Walden's M.S. 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 and Master of Science in Nursing (MSN) program are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 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
- Indiana
- 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.

Indiana

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

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.

Tennessee

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

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

Washington

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

Legal Information

Privacy Policy

Walden University respects and understands the importance of privacy and security for its online customers. Any information collected is used only by Walden University and its affiliates (including Laureate Education, Inc. and Canter & Associates, Inc.) to contact consumers for marketing and operational purposes. Persons who supply their telephone numbers or 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 the Laureate Higher Education Group, a division of Laureate Education, Inc. (–Laureate"), and its U.S.-based affiliates. Laureate and its affiliates have adopted and adhere to the policies described here to comply with Federal Trade Commission (–FTC") and Federal Communications Commission (–FCC") telemarketing regulations and applicable state laws. As used in this document, *telemarketing* means a plan, program, or campaign conducted to induce the purchase of goods or services by use of a telephone. Laureate's affiliates include Walden University and Canter & Associates.

Policy Overview

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

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

Do-Not-Call Requests

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

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

The Laureate Higher Education Group, a division of Laureate Education, Inc. ("Laureate"), and its U.S.-based affiliates believe that 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 and Canter & Associates. Walden's privacy policy can be found at www.WaldenU.edu under the "Legal Information" link, and Canter's privacy policy can be found at www.canter.net under the "Legal Information" link.

Laureate collects 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

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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

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University website, and Walden University reserves the right to remove such materials from the Walden University website without liability.

Admission

Admission Policies

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

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

- Academic record
- Goal statement (for select master‘s and doctoral program candidates only)
- Relevant work experience

Offers of admission remain in effect for 12 months from the date of the admission offer. Academic units or degree programs may have admission requirements that must be met in addition to—or in some cases, in lieu of—the university‘s admission requirements. Applicants should review both the university‘s general admission requirements and the specific academic unit‘s or program‘s admission requirements.

Misrepresentation of Credentials

Statements made and documents supplied by Walden applicants and students must be complete and accurate. The university will not tolerate any misrepresentation by a student or applicant of past or current academic programs, degrees, or professional accomplishments. If unexplained discrepancies appear between statements or documents provided to Walden and information obtained otherwise, except in the case of misspellings and other such inadvertent errors, applicants may be rejected for admission and enrolled students may be dismissed.

Second Graduate Degree

The university will not award a graduate degree with the same major or discipline more than once regardless if the original degree was from Walden or a 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.

Admission Requirements

Bachelor's Admission Requirements: New and Transfer Students

Walden selects adults who can benefit from online learning and who are most likely to make significant contributions to their classes and their professions. All applicants are required to have earned, at a minimum, a high school diploma, GED, or other state-recognized credential of high school completion. Each admission decision is based on a careful, holistic review of the applicant's school and work history.

The Office of Admissions may consider exceptions, depending on a student's background and circumstances (see the Conditional Admission policy).

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

Transcripts:

For candidates who have fewer than 12 college credits:

- An official transcript of a high school diploma accredited by a state or national accrediting organization or equivalent (i.e., GED).

For candidates who have 12 or more college credits:

- An official collegiate transcript from an institution(s) that is (are) accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution
    - Transcripts from ALL previous institutions must be submitted at the time of admission for review. Unofficial transcripts may be reviewed for admission; however, if admitted, a condition of admission will be required to have all official transcripts on file by the end of the first period of enrollment. Official transcripts are needed for continuing enrollment and for transfer of credit to be considered. GPA requirements for transfer of credit are different from admission GPA requirements; please refer to the transfer of credit policy for additional details. Candidates with less than 2.0 cumulative (overall weighted) GPA may be considered for conditional admission.
    - 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.

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 90 quarter credit hours
- Be active military or a veteran (must provide documentation of service)

Completed application form

Application fee

Access to a computer and the Internet

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*.

Undergraduate Certificate Admission Requirements

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

1. **Transcripts**

For candidates who have fewer than 12 college credits:

- An official transcript of a high school diploma accredited by a state or national accrediting organization or equivalent (i.e., GED)

For candidates who have 12 or more college credits:

- An official collegiate transcript from an institution(s) that is (are) accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution
    - Transcripts from ALL previous institutions must be submitted at the time of admission for review. Unofficial transcripts may be reviewed for admission; however, if admitted, a condition of admission will be required to have all official transcripts on file by the end of the first period of enrollment. Official transcripts are needed for continuing enrollment and for transfer of credit to be considered. GPA requirements for transfer of credit are different from admission GPA requirements; please refer to the transfer of credit policy for additional details. Candidates with less than 2.0 cumulative (overall weighted) GPA may be considered for conditional admission.
    - 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.

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 90 quarter credit hours
- Be active military or a veteran (must provide documentation of service)

Completed application form

Application fee

Access to a computer and the Internet

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-U.S. 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 M.B.A. Academic Admissions Committee
8. Ability to travel internationally
9. Completed application form
10. Application fee
11. Access to the Internet

International Student Admissions Policy:

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

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

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-U.S. 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. Application fee
5. 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
6. Goal statement
7. Official transcript(s) of confirmed bachelor's degree, as well as any additional completed coursework to be considered for transfer of credit
8. Access to a computer and the Internet

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-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-U.S. 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. Application fee.
6. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant‘s skills and qualifications.
7. Official transcript(s) of highest degree or coursework completed to date.
8. Access to a computer and the Internet.

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-U.S. 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. Application fee.
7. 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.
8. Goal statement.
9. Official transcript(s) of confirmed bachelor‘s degree, as well as any additional completed coursework to be considered for transfer of credit.
10. 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-U.S. institution, in a discipline or field related to the program and/or specialization for which application is made
2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in 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. Application fee
6. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant‘s skills and qualifications.
7. Official transcript(s) of highest degree or coursework completed to date
8. Access to a computer and the Internet

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-U.S. 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. Application fee
6. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant‘s skills and qualifications.
7. Official transcript(s) of highest degree or coursework completed to date
8. Access to a computer and the Internet

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-U.S. institution.
2. Completed application form.
3. Application fee.
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 highest degree or coursework completed to date.
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 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-U.S. institution, in a discipline or field related to the

program/specialization for which application is made. Note: Educational Credential Evaluators, Inc. (ECE, http://www.ece.org/) must evaluate a degree awarded from a non-U.S. institution as equivalent to a bachelor‘s degree awarded by a U.S. institution.

- If a potential candidate holds a bachelor‘s degree from an institution that is not regionally accredited but is accredited by a professional/specialized or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA, http://www.chea.org/) or holds a bachelor‘s degree from a non-U.S. institution, in addition to Walden‘s Reading K–12 endorsement program, the candidate must complete a master‘s degree before Walden can recommend the candidate for endorsement. It is Walden‘s policy, consistent with the policy of most states, that all U.S.-licensed educators must complete a degree, either at the bachelor‘s or master‘s level, from an institution that is regionally accredited by one of the six associations recognized by the U.S. Department of Education. The North Central Higher Learning Commission regionally accredits Walden University.

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-U.S. 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.

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

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-U.S. institution, in a discipline or field related to the program/ specialization for which application is made. ▪ It is Walden‘s policy, consistent with the policy of most states, that all U.S.-licensed educators must complete a degree, either at the bachelor‘s or master‘s level, from an institution that is regionally accredited by one of the six associations recognized by the U.S. Department of Education. Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. ▪ 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-U.S. institution, in a discipline or field related to the program/specialization for which application is made. ▪ It is Walden's policy, consistent with the policy of most states, that all U.S.-licensed educators must complete a degree, either at the bachelor's or master's level, from an institution that is regionally accredited by one of the six associations recognized by the U.S. Department of Education. Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. 2. A minimum GPA of 2.3 on a 4.0 scale in bachelor's degree coursework. 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:	1. Admission requires at least 1 year teaching

• Curriculum, Instruction, and Assessment • Elementary Reading and Literacy • Engaging Culturally Diverse Learners • Integrating Technology in the Classroom • Professional Development • Science, Grades K–8 • Special Education (Non-Licensure) • Teaching English Language Learners • Teacher Leadership	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	
M.S. in Education (except M.S. 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.
M.S. 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 qualifications for study in the intended field. 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 (Ed.S.) Programs	
Education Specialist (Ed.S.): 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 (Ed.S.): • Assessment, Evaluation, and Accountability • Curriculum, Instruction, and Professional Development	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.
Education Specialist (Ed.S.) 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:

	▪ 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 ▪ Successful completion of at least four graduate courses with sufficient content in early childhood, including child development and effective program practices; OR ▪ 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 (Ed.S.) 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 (Ed.S.) 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 (Ed.S.) 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 • A master‘s degree in reading (or related title) OR • A teaching background with four graduate courses in reading OR • Strong related work experience in reading and literacy* OR • 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 (Ed.S.) in Special Education	1. Students are required to have one of the following: • A Master‘s in Special Education degree OR • A master‘s degree in a related field such as education, school counseling or school psychology and 2 years of related work experience implementing aspects of and/or creating IEPs (Individual Education Plans) 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 (Ed.S.) 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 (Ed.D.)	
Ed.D. 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.
Ed.D. 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.
Ed.D. 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.
Ed.D. 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: • 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 • Successful completion of at least four graduate courses with sufficient content in early childhood, including child development and effective program practices; OR • 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.
Ed.D. 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: • A master‘s degree in reading (or related title) OR • A teaching background with four graduate courses in reading OR • Strong related work experience in reading and literacy* OR • 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.
Ed.D. with a specialization in Special Education	1. Students are required to have one of the following: • A Master‘s in Special Education degree OR • A master‘s degree in a related field such as education, school counseling or school psychology and 2 years of related work experience implementing aspects of and/or creating IEPs (Individual Education Plans) 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.
Ed.D. with a specialization in Teacher Leadership	1. It is preferred to have at least 3 years of professional experience in education: • 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.
Ph.D. in Education	
Ph.D. 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.
Ph.D. 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 (M.P.H.)

1. Submit a current résumé.
2. Telephone interviews may be conducted at the discretion of the associate dean (or designee).
3. Conditional Admission may be available for this program.

M.S. in Health Informatics

1. Submit a current résumé.
2. Telephone interviews may be conducted at the discretion of the associate dean (or designee).
3. Conditional Admission may be available for this program.

Ph.D. in Health Services

1. Submit a current résumé.
2. Telephone interviews may be conducted at the discretion of the associate dean (or designee).
3. Conditional Admission may be available for this program.

Ph.D. in Public Health

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

2. Submit a current résumé.
3. Telephone interviews may be conducted at the discretion of the associate dean (or designee).
4. Conditional Admission may be available for this program.

School of Nursing

Bachelor of Science in Nursing (BSN)

U.S. Admission Requirements

1. 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.
2. 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.

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

Master of Science in Nursing (MSN)

1. Admission to the BSN-MSN track requires a bachelor's degree in nursing (BSN).
2. 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. Applicants to the BSN-MSN track must present a bachelor's degree in nursing.
3. 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.
4. References may be contacted if deemed necessary.
5. 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.

Courses	*Number*
Communication (including one college composition course) Humanities Social/Behavioral Sciences Mathematics and Science (including microbiology, and anatomy and physiology, and introductory statistics) Electives	2 courses 2 courses 2 courses 4 courses 1 course
Total	11 courses

Post-Master's Certificate in Nursing

1. Admission requires a master's degree in nursing from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution.
2. Applicants must have a minimum GPA of 3.0 in master's degree coursework.
3. 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.

Doctor of Nursing Practice (DNP)

U.S. Admissions Policy:

1. A Master's degree in Nursing, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, in a discipline or field related to the program/specialization for which application is made.
2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in Master's degree coursework.
3. Completed application form.
4. Application fee.
5. 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.
6. Official transcript(s) of highest degree or coursework completed to date. Access to a computer and the Internet.

In addition to the above university admission requirements, the School of Nursing also requires the following;

1. DNP 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.
2. References may be contacted if deemed necessary.

International Student Admissions Policy:

1. International nurses must have the equivalent of a RN license in their home country. Determining equivalency may require applicants to submit an additional evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS).
2. Walden carefully reviews each application for admission to Walden University.
3. Applicants who have completed coursework at, or hold an associate, bachelor‘s, or Master‘s (equivalent) degree from, an institution of higher learning outside the United States that is accredited or recognized by the country‘s higher education authority are encouraged to apply to Walden University‘s undergraduate or graduate programs.
4. Walden evaluates international academic records. International students need to receive a GTE evaluation or a NACES evaluation for admission. For a transfer of credit review, a NACES course-by-course evaluation is required.
5. Walden considers every application for admission on its individual merits and does not use formulas to make decisions. Students who have improved their performance while taking serious academic courses are strongly considered for admission.
6. International student records will be evaluated according to each country‘s secondary and post-secondary conventions.
7. TOEFL requirement for admission.

College of Management and Technology

School of Information Systems and Technology

Master of Information Systems Management

1. Submit a current résumé.
2. Applicants who have not completed an object-oriented computer programming course and cannot demonstrate equivalent experience may be considered for conditional admission. Applicants will be required to complete a course on object-oriented programming as a condition of admission.

M.S. in Information Systems

Submit a current résumé.

M.S. in Information Technology

Submit a current résumé.

School of Management

M.S. in Accounting

Submit a current résumé.

M.S. in Accounting and Management

Submit a current résumé.

M.S. in Human Resource Management

Submit a current résumé.

M.S. in Leadership

1. Submit a current résumé.
2. It is advantageous that applicants have at least 3 years of professional experience.

M.S. in Management

Submit a current résumé.

M.S. in Project Management

Submit a current résumé.

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

Submit a current résumé.

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

1. Applicants are required to have at least 3 years of relevant professional experience.
2. Submit a current résumé.

Ph.D. in Management (All Specializations)

1. Applicants are required to have at least 3 years of relevant professional experience.

Submit a current résumé.

Ph.D. in Management (Accounting Specialization)

Students entering the Accounting specialization in the Ph.D. in Management are expected to have a background in basic accounting, algebra, and calculus, which may be used in the specialization KAMs and dissertation.

College of Social and Behavioral Sciences

School of Counseling and Social Service

M.S. in Marriage, Couple, and Family Counseling

1. Submit a current résumé.
2. Conditional Admission may be available for this program.

M.S. in Mental Health Counseling

1. Applicants must submit a current résumé.
2. References may be contacted if deemed necessary.
3. Conditional Admission may be available for this program.

Ph.D. in Counselor Education and Supervision

1. Applicants must have a master‘s degree in counseling from a Council for Accreditation of Counseling and Related Educational Programs (CACREP)-accredited or CACREP-model program, of at least 54 quarter credits or 36 semester credits.
2. Those applicants who have not graduated from a CACREP-accredited or CACREP-model program may be admitted into the program; however, these students will need to complete entry-level course requirements prior to beginning the Foundations of Graduate Study in Counselor Education and Supervision course.

Ph.D. in Human Services

1. Applicants must submit a current résumé.
2. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean or the associate dean‘s designee.

School of Psychology

Post-Baccalaureate Organizational Psychology and Development Certificate

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

M.S. in Psychology

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 on Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from a non-U.S. institution, in a discipline or field related to the program/specialization for which application is made.
2. A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale in bachelor‘s degree coursework. GPA taken from degree granting institution only. Conditional Admission may be available for this program.

Post-Master’s Psychology Certificate in Teaching Online

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

Ph.D. in Psychology

1. All specializations except Counseling Psychology
2. 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 on Higher Education Accreditation (CHEA), the U.S. Department of Education, or from a non-U.S. institution, in a discipline or field related to the program/specialization for which application is made.
3. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in master‘s degree coursework. Conditional Admission may be available for this program.

3+ years of work experience is recommended.

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

Counseling Psychology Specialization

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 on Higher Education Accreditation (CHEA), the U.S. Department of Education, or from a non-U.S. institution, in a discipline or field related to the program/specialization for which application is made.

2. A minimum grade point average (GPA) of 3.25 on a 4.0 scale in bachelor‘s degree coursework, and 3.0 in master‘s degree coursework, in a related field.
3. Conditional Admission may be available for this program.
4. 3+ years of work experience is recommended.
5. Faculty review of admissions file.
6. Professional goal statement
7. 2 professional references

Clinical and Counseling Specializations

Due to the practicum requirements of these programs, applicants must be a citizen or permanent resident of the United States or U.S. Territories at time of admission and currently reside in the United States or U.S. Territories at time of admission to be eligible for these programs. U.S. military personnel stationed abroad should contact their Enrollment Advisor to determine eligibility.

Post-Doctoral Certificates in Psychology

1. Admission requires a doctoral degree in psychology from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution.
2. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant‘s skills and qualifications.
3. Transcript(s) of doctoral degree, and any other doctoral coursework completed to date, are required for admission.
4. Applicants must have at least 3 years of professional practice in a health, mental health, social services, or behavioral science setting.
5. Applicants must submit a current résumé.
6. A telephone interview may be required.

School of Public Policy and Administration

Post-Baccalaureate Certificates

Applicants holding a bachelor‘s degree, or higher, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, may be considered for admission provided that their cumulative undergraduate GPA is greater than 2.5. Walden University reserves the right to review such applicants through a university committee.

Ph.D. in Public Policy and Administration

1. Applicants holding a master‘s degree from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution, may be considered for admission provided that their cumulative undergraduate GPA is greater than 3.0. Conditional Admission may be available for this program.
2. Submit a current résumé.
3. Telephone interviews with persons listed as reference contacts may be conducted at the discretion of the associate dean (or designee)

Transfer of Credit

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

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

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

- Official transcript that reflects the course being evaluated
- Syllabi for courses being evaluated for transfer, upon request
- **For non-U.S. institutions**
    a. A copy of the catalog course description
    b. Evaluation and certification of transcripts by a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES)

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

Note the following exceptions:

- Walden residency units completed at one degree level are not transferable in to a different degree level.
- Depending on the program, same-level residency units may be considered for transfer within same-level degree programs.
- Residency units completed prior to September 2006 are not transferable, as the residency requirements have significantly changed.
- External residency units are not transferable in to Walden programs.
- Internships, practica, dissertations, doctoral studies, and theses are not permitted for transfer.

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

Accelerate Into Master’s (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master‘s degree. This option, called Accelerate Into Master‘s (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master‘s program. Students must select 5000-level courses as electives or replace courses in their B.S. program, and also must meet specific academic requirements.
When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master‘s-level requirement. Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master‘s program requires that students must repeat that course as a master‘s student.

Requirements

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

1. Undergraduates can complete no more than 50% of the total courses required for master‘s degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)
2. To be eligible to begin AIM courses, students must:

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

   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor‘s program listed below. (Individual programs may determine additional prerequisites.)

   c. Be in good financial standing.

   d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.*

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

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

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

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

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

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

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

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

Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

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

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

***Note:** Graduate students cannot register for AIM courses.*

AIM Program Chart

Master's program	***Eligible courses***
The Richard W. Riley College of Education and Leadership	
M.S. in Early Childhood Studies *Students may select any or all of these courses. Individual course prerequisites apply.*	• EDUC 5005 - Foundations: Early Childhood Studies • EDUC 5160 - Early Childhood Development • EDUC 5161 - Effective Programs and Practices • EDUC 5162 - Issues and Trends in the Early Childhood Field *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Instructional Design and Technology *Students may select any or all of these courses. Individual course prerequisites apply.*	• EDUC 5105 - Organizations, Innovation, and Change • EDUC 5115 - Learning Theories and Instruction • EIDT 5100 - Instructional Design • EIDT 5110 - Advanced Instructional Design *Students must complete all general education and core requirements before beginning these AIM courses.*

College of Management and Technology	
School of Management	
Master of Business Administration *Students may select any or all of these courses. Individual course prerequisites apply.*	• MMBA 5501 - Managing and Leading: A Contemporary Approach • MMBA 5510 - Leading People (prereq: MMBA 5501) • MMBA 5520 - Business Operations in the U.S. and Abroad (prereq: MMBA 5510) • MMBA 5540 - Innovation and Technology (prereq: MMBA 5520) • MMBA 5530 - Marketing (prereq: MMBA 5540)
College of Health Sciences	
School of Health Sciences	
Master of Public Health (M.P.H.) *Students may select any or all of these courses. Individual course prerequisites apply.* *It is recommended that students complete PUBH 5101 prior to enrolling in any other M.P.H. courses.*	• PUBH 5101 - Principles of Communication in Public Health • PUBH 5002 - Essentials of Public Health: A Case Study Approach • PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health • PUBH 5165 - Environmental Health • PUBH 5235 - Program Design, Planning, and Evaluation • PUBH 5175 - Health Policy and Management *Students must complete all general education and core requirements before beginning AIM courses.*
Master of Healthcare Administration (M.H.A.) *Students may select any or all of these courses. Individual course prerequisites apply.*	• MMHA 5015 - Foundations of Healthcare Administration • MMHA 5100 - U.S. Healthcare Delivery System • MMHA 5135 - Health Policy and Economics • MMHA 5205 - Health Law and Ethics *Students must complete all general education and core requirements before beginning these AIM courses.*
College of Social and Behavioral Sciences	
School of Public Policy and Administration	
Master of Public Administration (M.P.A.) *Students may select up to five of these courses. Individual course prerequisites apply.*	• MMPA 5200 - Introduction to Public Administration • MMPA 5405 - Ethics and Social Justice • MMPA 5420 - Organizational Management and Leadership

	• MMPA 5431 - Finance and Budgeting for the Public Sector • MMPA 5435 - Human Resource Management: Building a Capable Workforce • MMPA 5451 - Public Policy Analysis • MMPA 5480 - Applied Research and Evaluation Methods *Students must complete all general education and core requirements before beginning these AIM courses.*
Master of Public Policy (M.P.P.) *Students may select any or all of these courses. Individual course prerequisites apply.*	• MMPP 5280 - Policy and Politics in American Political Institutions • MMPP 5405 - Ethics and Social Justice • MMPA 5420 - Organizational Management and Leadership • MMPA 5431 - Finance and Budgeting for the Public Sector • MMPP 5111 - Leadership and Organizational Change *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Nonprofit Management and Leadership *Students may select up to five of these courses. Individual course prerequisites apply.*	• NPMG 5200 - Introduction to the Nonprofit Sector • NPMG 5405 - Ethics and Social Justice • NPMG 5420 - Organizational Management and Leadership • NPMG 5431 - Finance and Budgeting for the Nonprofit Sector • NPMG 5435 - Human Resource Management: Building a Capable Workforce • NPMG 5480 - Applied Research and Evaluation Methods *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Criminal Justice *Students may select any or all of these courses. Individual course prerequisites apply.*	• CRJS 5137 - The Nature of Crime and Criminology • CRJS 5215 - Controversies in Criminal Justice • CRJS 5511 - Special Populations • CRJS 5217 - Technological Solutions and 21st-Century Crime • CRJS 5203 - Victimology *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Criminal Justice Leadership and Executive Management	• CRJS 5137 - The Nature of Crime and Criminology • CRJS 5215 - Controversies in Criminal Justice *Students must complete all general education and core*

Students may select any or all of these courses. Individual course prerequisites apply.	*requirements before beginning these AIM courses.*
School of Psychology	
M.S. in Psychology *Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply.*	**Applied Psychology** • PSYC 5215 - Lifespan Development • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology **Crisis Management and Response** • PSYC 5701 - Culture and Psychology • PSYC 5740 - Disaster, Crisis, and Trauma **Educational Psychology** • PSYC 5215 - Lifespan Development • PSYC 5240 - Human Motivation • PSYC 5701 - Culture and Psychology **General Psychology** • PSYC 5215 - Lifespan Development • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology • PSYC 5220 - Psychology of Personality **Health Psychology** • PSYC 5215 - Lifespan Development • PSYC 5745 - Health Psychology **Media Psychology** • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology • PSYC 5760 - Psychology and the Media **Organizational Psychology** • PSYC 5480 - Psychology of Organizational Behavior **Program Evaluation and Research** • PSYC 5315 - Tests and Measurement **Psychology of Culture** • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology

	Psychology, Public Administration, and Social Change • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology **Social Psychology** • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology **Terrorism and Security** • PSYC 5245 - Social Psychology • PSYC 5741 - Psychology of Terrorism *Students must complete all general education and core requirements before beginning these AIM courses.*
M.S. in Forensic Psychology *Students may select up to five of these courses. Individual course prerequisites apply.*	• FPSY 5101 - Introduction to Forensic Psychology • FPSY 5115 - Understanding Forensic Psychology Research • FPSY 5125 - Assessment in Forensic Psychology Settings • FPSY 5135 - Criminal Behavior • FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology • FPSY 5720 - Abnormal Behavior *Students must complete all general education and core requirements before beginning these AIM courses.*

All semester credits will be converted to quarter credits using the ratio of 1 semester credit equals 1.5 quarter credits.

Other Undergraduate Options

Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Child Development
- Minor in Communication

- Minor in Criminal Justice
- Minor in Educational Studies
- Minor in Healthcare Management
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health

University Transfer Requirements

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

- Earned and recorded on an official transcript from a school that was accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education at the time the course was completed, or from an appropriately accredited non-U.S. institution.
- Earned within 10 years prior to or after matriculation 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 values 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.
  - Courses accepted in transfer and applied to general education, program-related, or elective requirements will satisfy the course requirement if they are worth the equivalent of 4 quarter credits or more.
- 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.

Knowledge Area Modules (KAMs) Transfer Credit

The Curriculum and Academic Policy committee of each school or college reviews criteria for accepting transfer credit for KAMs. An example of factors to be considered is the nature of the master‘s degree and how it relates to the student‘s chosen specialization. Transfer credit for KAMs will be evaluated, approved, and recorded on the student‘s transcript for whole KAMs (i.e., in 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		
B.S. in Interdisciplinary Studies	90 lower-division quarter credits; 45 upper-division credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for WLDN 1000, COMM 1001, IDST 4080, IDST 4081, and SOCI 4080.
The Richard W. Riley College of Education and Leadership		
B.S. in Child Development *(Child and Adolescent Studies Concentration)*	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for WLDN 1000, COMM 1001, SOCI 4080, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 4011, EDUC 4012, EDUC 4001, or EDUC 4500.
B.S. in Child Development (*Dual Infant/Toddler and Preschool Concentration*)	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for WLDN 1000, COMM 1001, SOCI 4080, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 3211, EDUC 3212, EDUC 3111, EDUC 3112, EDUC 4011, EDUC 4012, EDUC 4211, EDUC 4112, and EDUC 4001.
B.S. in Child Development (*Psychology)*	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for WLDN 1000, COMM 1001, SOCI 4080, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 4011,

		EDUC 4012, EDUC 4500, or EDUC 4001.
B.S. in Child Development (*General)*	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for WLDN 1000, COMM 1001, SOCI 4080, EDUC 1011, EDUC 1012, EDUC 1013, EDUC 2011, EDUC 4011, EDUC 4012, EDUC 4500, or EDUC 4001.
B.S. in Educational Studies	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. No transfer credit is accepted for WLDN 1000, COMM 1001, SOCI 4080, and EDUC 4015.
B.S. in Instructional Design and Technology	90 lower-division quarter credits; 45 upper-division credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for WLDN 1000, 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 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 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	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

Management		assessment(s) for the course(s) in which transfer of credit is awarded.
Teacher Preparation Program With a Master of Arts in Teaching (M.A.T.)	6 semester credits or equivalent	Credits must be earned from an institution based in the state of Minnesota that is listed in a downloadable PDF available from the Minnesota Board of Teaching website. 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	
Special education endorsement program with an optional M.S. in Education with a specialization in Special Education	3 semester credits	Credits must be earned from an institution based in the state of Minnesota that is listed on the Minnesota Board of Teaching website. View the list (PDF). Credits must be earned within 7 years prior to matriculation into the Walden University program or earned after matriculation and within the time limit for completing the program. Transfer of credit is available for EDUC 6691. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
M. S. in Adult Learning	12 semester credits	No transfer of credit is accepted for the following courses: EDUC 6170 and EDUC 6190.
M.S. in Early Childhood Studies	12 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.
M.S. in Education	12 semester credits or equivalent	Credits must be earned within 7 years prior to matriculation into the Walden University program or earned after matriculation and within the time limit

		for earning the degree. 12 semester credits includes 4 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.
M.S. in Higher Education	12 semester credits or equivalent	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.
M.S. in Instructional Design and Technology	12 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.
Post-Masters Certificate in College Teaching and Learning	N/A	No transfer credit is accepted for this program.
Education Specialist (Ed.S.) programs: • Administrator Leadership for Teaching and Learning • Adult Education • College Teaching and Learning • Curriculum,	N/A	No transfer credit is accepted for this program.

Instruction, and Professional Development • Early Childhood • Educational Leadership and Administration (Principal Preparation) • Educational Technology • Reading and Literacy Leadership • Special Education • Teacher Leadership		
Education Specialist (Ed.S.) in Leadership for Social Change in Education	16 quarter credits	No transfer credit is accepted for the following courses: EDUC 7307, EDUC 7308, EDUC 7309, EDUC 7312, EDUC 7108, EDUC 7314.
Doctor of Education (Ed.D.)	N/A	No transfer credit is accepted for this degree with the exception of those students who transfer in from specific Walden Education Specialist (Ed.S.) programs. Please see the *Walden Catalog*, ―Doctoral Accelerations Programs" for additional details. Ed.D. courses do not transfer to the Ph.D. program, nor do the Ph.D. courses transfer to the Ed.D. No transfer credit is accepted for the following Ed.D. courses between the Walden Ed.S. and Ed.D. programs: EDUC 8090, EDUC 8081, and EDAD 8090. Students are not required to complete the major assessment(s) for the course(s) in which transfer of credit is awarded.
Ph.D. in Education with a specialization in Assessment, Evaluation, and Accountability	36 quarter credits	12 credits may be applied to the Research Sequence courses. Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D and RSCH 8300D, respectively. No transfer credit is accepted for the following

		courses: EDUC 8110, EDUC 8111, EDUC 8112, EDUC 8350, EDUC 8351, EDUC 8352, EDUC 8353, EDUC 8354, EDUC 8355, RSCH 8250D, RSCH 8350D, RSCH 8450D, and EDUC 9001.
Ph.D. 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	36 quarter credits	12 credits may be applied to the Foundation Research Sequence courses. Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D and RSCH 8300D, respectively. No transfer credit is accepted for EDUC 8110, EDUC 8111, EDUC 8112, RSCH 8250, RSCH 8350, RSCH 8450, KAM V, KAM VI, and Dissertation. In addition, students in Global and Comparative Education may not transfer the following courses: EDUC 8350, EDUC 8351, EDUC 8352, EDUC 8353, EDUC 8354, and EDUC 8355.
Ph.D. in Education: Educational Technology specialization	24 quarter credits	Credits must be earned within 5 years prior to or after enrollment, but within the time limit for earning the degree. All transfer credits are applied to online courses and the Foundation Research Sequence courses. Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D and RSCH 8300D, respectively. No transfer credit is accepted for EDUC 8110, EDUC 8111, EDUC 8112, RSCH 8250, RSCH 8350, RSCH 8450, EDUC 8840, EDUC 8841, EDUC 8842, EDUC 8843, EDUC 8844, EDUC 8845, EDUC 8846, EDUC 8847, EDUC 8848, and

		Dissertation. For students who move from the Walden Education Specialist (Ed.S.) in Educational Technology program into the Ph.D. in Education with a specialization in Educational Technology, the following courses are eligible for transfer of credit: EDUC 8005, EDUC 8840, EDUC 8841, EDUC 8842, EDUC 8843, EDUC 8844, EDUC 8845, EDUC 8847, and EDUC 8848.
Ph.D. in Education with a specialization in Leadership, Policy, and Change	36 quarter credits	12 credits may be applied to the Foundation Research Sequence courses. Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D and RSCH 8300D, respectively. No transfer credit is accepted for EDUC 8110, EDUC 8111, EDUC 8112, EDUC 8210, EDUC 8211, EDUC 8212, EDUC 8213, EDUC 8214, EDUC 8215, RSCH 8250, RSCH 8350, RSCH 8450, and Dissertation.
Ph.D. in Education with a specialization in Learning, Instruction, and Innovation	36 quarter credits	12 credits may be applied to the Foundation Research Sequence courses. Research courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200D and RSCH 8300D, respectively. No transfer credit is accepted for EDUC 8110, EDUC 8111, EDUC 8112, EDUC 8401, EDUC 8402, EDUC 8403, EDUC 8404, EDUC 8405, EDUC 8406, RSCH 8250D, RSCH 8350D, RSCH 8450D, 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		
B.S. in Health Studies	135 credits	A maximum of 90 lower-level and 45 upper-level courses allowed.

		Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: WLDN 1000, COMM 1001, SOCI 4080, and HLTH 4900.
B.S. in Healthcare Management	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit will be accepted for the following courses: WLDN 1000, COMM 1001, SOCI 4080, and HLTH 4900.
B.S. in Public Health	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit will be accepted for the following courses: COMM 1001, SOCI 4080, and PUBH 4900.
Master of Healthcare Administration (M.H.A.)	15 semester credits	No transfer credit is accepted for the following courses: MMHA 6015.
Master of Public Health (M.P.H.)	20 quarter credits	Credits may be transferred to the following courses only: PUBH 6115, PUBH 6125, PUBH 6145, PUBH 6165, and PUBH 6175.
M.S. in Clinical Research Administration	6 semester credits	No transfer credit is accepted for CLRA 6100, CLRA 6550, and CLRA 6560.
M.S. in Health Informatics	6 semester credits	No transfer credit is accepted for HINF 6100, HINF 6950, and HINF 6960.
Ph.D. in Health Services (Course-Based)	42 quarter credits	12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative reasoning and analysis content for RSCH 8200X and RSCH 8300X, respectively. 30 credits may be applied to the core courses. 8–10 credits may be applied to the elective courses. 19 credits may be applied to the specialization courses. No transfer of credit is accepted for HLTH 8001 or HLTH 9001.
Ph.D. in Public Health	45 quarter	Up to 28 credits may be applied to the foundational

	credits (depending on track)	courses. Up to 13 credits may be applied to the core courses. Up to 34 credits may be applied to the specialization courses. No transfer credit is accepted for PUBH 8005, PUBH 8050, PUBH 8270, PUBH 8400, or PUBH 9001.
School of Nursing		
Bachelor of Science in Nursing (BSN)	90 lower-division quarter credits; 45 upper-division credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for WLDN 1000, COMM 1001, SOCI 4080, NURS 4010, or NURS 4020. Up to 50 credits potentially awarded for meeting competencies required to achieve the nursing license through either a diploma program or an accredited associate degree program.
Master of Science in Nursing (MSN)	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	N/A	Transfer credit is not available.
Doctor of Nursing Practice (DNP)	15 doctoral quarter credits	Students may transfer up to 15 doctoral quarter credits. Only doctoral-level courses are eligible for transfer of credit. Students may not transfer credit for 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.
College of Management and Technology		
School of Information Systems and Technology		

B.S. in Computer Information Systems	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for CMIS 1000, COMM 1001, SOCI 4080, and BUSI 4001. Transfer of Credit for program-related technology courses must have been earned within 5 years prior to matriculation into the program.
B.S. in Information Technology	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. No transfer credit will be accepted for 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	No transfer credit is accepted for ISYS 6100. Credits must be earned within 5 years prior to matriculation into the program.
Master of Information Systems Management (M.I.S.M.)	12 semester credits	Credits must be earned within 5 years prior to matriculation into the program.
M.S. in Information Systems	18 semester credits	No transfer credit is accepted for ISYS 6100 and ISYS 6900. Credits must be earned within 5 years prior to matriculation into the program.
M.S. in Information Technology	18 semester credits	No transfer credit is accepted for ITEC 6100, ITEC 6610, ITEC 6620, ITEC, 6630, ITEC 6640, ITEC 6650, ITEC 6660, ITEC 6670, ITEC 6680, and ITEC 6900. Credits must be earned within 5 years prior to matriculation into the program.
School of Management		
B.S. in Accounting	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit will be accepted for ACCT 1001, WLDN 1000, COMM 1001, SOCI 4080, and ACCT 4900.
B.S. in Business	90 lower-	A maximum of 135 quarter credits may be

Administration	division quarter credits; 45 upper-division quarter credits	transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for BUSI 1000, WLDN 1000, COMM 1001, SOCI 4080, and BUSI 4001.
B.S. in Business Communication	90 lower-division quarter credits; 45 upper-division credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: WLDN 1000, COMM 1001, SOCI 4080, and COMM 4901.
B.S. in Communication	90 lower-division quarter credits; 45 upper-division credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for the following courses: COMM 1005, WLDN 1000, 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	The following course is not eligible for transfer of credit: MSPM 6101.
Master of Business Administration (M.B.A.)	12 semester credits	Students who receive transfer credits or waivers are still responsible for completing any relevant sections of the program project that would have been addressed as part of the waived/transferred course(s). No waiver or transfer of credit is allowed for MMBA 6501 or MMBA 6780. Healthcare Management and Healthcare System Improvement specializations only: Transfer credit allowed in the M.B.A. for the same courses taken in the Master of Healthcare Administration (M.H.A.) program.
Executive Master of Business Administration	N/A	Transfer credit is not available.
M.S. in Accounting	9 semester credits	No transfer of credit is allowed for ACCT 6100 and ACCT 6140.

M.S. in Accounting and Management	9 semester credits	No transfer of credit is allowed for ACMG 6100 and ACMG 6140.
M.S. in Human Resource Management	15 semester credits	The following courses are not eligible for transfer of credit: MHRM 6100 and MHRM 6900.
M.S. in Leadership	12 semester credits	No waivers or transfer of credits is allowed for MMSL 6100, MMSL 6140, MMSL 6150, MMSL 6160, and MMSL 6900.
M.S. in Management	9 semester credits	No transfer of credit is allowed for the following courses: MGMT 6100, MGMT 6110, and MGMT 6900.
M.S. in Project Management	6 semester credits	A maximum of 6 semester credits may be transferred. No transfer of credit is allowed for MSPM 6900.
Doctor of Business Administration (D.B.A.)	21 semester credits	No transfer credit is accepted for DDBA 8005, DDBA 8160, or DDBA 8990.
Ph.D. in Management (KAM-Based) *(Formerly Ph.D. in Applied Management and Decision Sciences KAM-Based)*	51 quarter credits	Up to 36 credits of KAMs may be waived on the basis of a relevant master‘s degree and applied to either KAMs I-III or KAM V. 12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200Z and RSCH 8300Z, respectively. No transfer credit is accepted for AMDS 8000, AMDS 8002, or AMDS 9000.
Ph.D. in Management (Mixed-Model) *(Formerly Ph.D. 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.
Ph.D. in Management *(Course-Based)*	48 quarter credits	No transfer of credit is allowed for MGMT 8000.
Post-Doctoral Bridge to Business	7 semester	No transfer of credit is allowed for DDBA 8005.

Administration Certificate	credits	
Post-Doctoral Bridge to Management Certificate	13 quarter credits	No transfer of credit is allowed for MGMT 8000.
College of Social and Behavioral Sciences		
School of Counseling and Social Services		
B.S. in Human Services	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit will be accepted for the following courses: WLDN 1000, COMM 1001, SOCI 4080, and HUMN 4920
M.S. in Marriage, Couple, and Family Counseling	35 quarter credits	No transfer credit is accepted for COUN 6101, COUN 6201, COUN 6306, COUN 6671, COUN 6682a, and COUN 6682b.
M.S. in Mental Health Counseling	35 quarter credits	No transfer credit is accepted for COUN 6000, COUN 6306, COUN 6671, COUN 6682, COUN 6800, and COUN 6390.
M.S. in Career Counseling	20 quarter credits	Work experience and field experience is not eligible for transfer of credit.
Ph.D. in Counselor Education and Supervision	20 quarter credits	Courses must be at the doctoral level and must be from CACREP-accredited or CACREP-equivalent programs. Students must have received at least a B.
Ph.D. in Human Services (KAM-based)	48 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 credit is accepted for HUMN 8008 or HUMN 9000.
Ph.D. in Human Services (Course-based)	42 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.
School of Psychology		
B.S. in Forensic Psychology	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer of credit is accepted for WLDN 1000, COMM 1001, and SOCI 4080.
B.S. in Psychology	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer of credit is accepted for WLDN 1000, 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	25 quarter credits	No transfer credit is accepted for CPSY 6001, CPSY 6705, CPSY 6342, CPSY 6343, CPSY 6701, CPSY 6700, or CPSY 6800. Credit will not be given for work experience.
M.S. in Forensic Psychology	25 quarter credits	No transfer credit is accepted for the following courses: FPSY 6145, PSYC 6001, PSYC 6393, and PSYC 6915.
M.S. in Psychology	25 quarter credits	Credit for psychological testing and assessment courses (PSYC 6341 and 6351) must be earned within 3 years prior to matriculation into Walden University. No transfer credit will be accepted for PSYC 6001, PSYC 6390, PSYC 6391, PSYC 6392, and PSYC 6393.
Post-Master's Psychology Certificate in Teaching Online	10 quarter credits	

Ph.D. in Psychology	45 quarter credits*	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.
** Course Waiver With Replacement: Beyond courses transferred in, students in the Ph.D. program in Psychology who have taken equivalent courses from a university recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education may be able to waive up to 3 courses in which they received a grade of B or better, provided the courses were completed not more than 10 years (3 years for testing courses) prior to matriculation. Waived courses must be replaced with specialization-related and content-relevant courses that further develop students' competencies and are consistent with the program of study. Course waivers with replacement are determined by petitioning the Office of Admissions and providing supporting documentation similar to the transfer of credit process.*		
School of Public Policy and Administration		
B.S. in Criminal Justice	135 credits (quarter credits)	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer credit is accepted for WLDN 1000, COMM 1001, SOCI 4080, and CRJS 4150.
B.S. in Political Science and Public Administration	90 lower-division quarter credits; 45 upper-division quarter credits	A maximum of 135 quarter credits may be transferred. Students must earn at least 45 credits at Walden. No transfer of credit is accepted for WLDN 1000, COMM 1001, SOCI 4080, and PSPA 4080.
Master of Public Administration (M.P.A.)	25 quarter credits	
Master of Public Policy (M.P.P)	20 quarter credits	Work experience is not eligible for transfer of credit.
M.S. in Criminal Justice	20 quarter credits	Work experience is not eligible for transfer of credit.
M.S. in Criminal Justice Leadership and Executive Management	20 quarter credits	Work experience is not eligible for transfer of credit.
M.S. in Nonprofit Management and Leadership	15 quarter credits	
Ph.D. in Public Policy and Administration	31–33 quarter credits	12 credits may be applied to the Foundation Research Sequence. These courses must contain

(Mixed-Model)		both quantitative and qualitative research design and data analysis content for RSCH 8200P and RSCH 8300P, respectively. No transfer of credit is accepted for PPPA 8111 and 8112.
Ph.D. in Public Policy and Administration *(Course-Based)*	31–33 quarter credits	12 credits may be applied to the Foundation Research Sequence. These courses must contain both quantitative and qualitative research design and data analysis content for RSCH 8200P and RSCH 8300P, respectively. No transfer of credit is accepted for PPPA 8111 and 8112.

Transfer From the Military or by Exams

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

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

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

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

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

Reconsideration of an Evaluation

Students may request a review of the results of their transfer-of-credit evaluation by writing to the Office of Admissions within 60 calendar days of receiving the results. Because transfer-of-credit evaluations are based on many important factors, students should explain in detail in their written requests exactly why they believe the evaluation was flawed or that an error was made

during the evaluation process. The appealed review is conducted by the Director of Admissions. This decision is final and not subject to further appeal.

Prior Learning Credit

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

Credit Limitations

Overall Credit Maximums

The 135 external quarter credit maximum can be met via traditional course transfer or a combination of traditional course transfer and prior learning credit.

- Maximum of 90 quarter credits of lower-division (1000–2000) work
- Maximum of 45 quarter credits of upper-division (3000–4000) work

Prior Learning Credit Limitations

Prior Learning Credit can be awarded by examination, ACE approved training programs, or portfolio as recommended by the National College Credit Recommendation Service (NCCRS). No more than 30 quarter credits from any one of these categories will be accepted as transfer to Walden University.

The American Council on Education (ACE) and NCCRS offer applicable study in place of traditional coursework. Listed below are the maximum amounts of transferrable prior learning credit allowed by Walden University:

- 30 approved quarter credits for lower-division-level work (1000–2000)
- 40 approved quarter credits for upper-division-level work (3000–4000)

Credit by Examination

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

1. Retaking an examination may occur only one time per subject.
2. A 6-month waiting period must be completed before retaking an examination.
3. Credits earned by examination will be officially awarded after a student has successfully completed a minimum of 10 hours with Walden.
4. The fee for challenging a course through credit by examination is paid to the third-party testing organization upon application for the examination and is non-refundable.
5. No more than 6 courses can be awarded for credit by examination.

Third-party credit by examination alternatives

College-Level Examination Program (CLEP)

Tests are given at CLEP testing centers.

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

DANTES Subject Standardized Tests (DSST)

Tests are given at Thomson Prometric testing centers located in the U.S. and internationally. Internet-based testing is available on-site.

- Costs include an examination fee plus the purchase of any textbooks or review materials.
- Students must achieve a minimum grade of *C* on a DSST exam to receive credit for a course.
- Walden will award one course per DSST exam passed.
- The cost of these exams is the responsibility of the student.
- Additional information can be found on the DANTES/DSST website.

Excelsior College Examinations

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

Credit-by-Examination Equivalents for General Education Courses

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

PSYC 1001 Introduction to Psychology (non-majors only)	Introductory Psychology		
RELG 2001 World Religions		Introduction to World Religions	Religions of the World
SOCI 1001 Introduction to Sociology	Introductory Sociology		
SOCI 2001 Multicultural Dimensions of Society			Cultural Diversity

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

Credit-by-Examination Equivalents for Major Coursework

Course	*CLEP*	*DSST*	*Excelsior*
ACCT 1001 Accounting I	Financial Accounting	Principles of Financial Accounting	
BUSI 1001 Introduction to Business	Principles of Management	Introduction to Business	
BUSI 2001 Business Law	Introductory Business Law		
CAIS 1001 Introduction to Information Systems	Information Systems and Computer Applications	Management Information Systems	
ECON 1001 Macroeconomics	Principles of Macroeconomics		
ECON 1001 Microeconomics	Principles of Microeconomics		
EDUC 1001 Introduction to Education		Fundamentals of Education	
EDUC 1003 Educational Psychology	Introduction to Educational Psychology		

FNCE 3001 Financial Management		Principles of Finance	
HRMG 3001 Human Resource Management		Human Resource Management	Human Resource Management
MRKT 3001 Marketing	Principles of Marketing		
PSYC 1002 Psychology as a Natural Science *or* **PSYC 1003** Psychology as a Social Science	Introductory Psychology		
PSYC 3002 Data Analysis and Presentation		Principles of Statistics	Statistics
PSYC 3003 Methods in Psychological Inquiry			Research Methods in Psychology
STAT 2001 Statistics		Principles of Statistics	Statistics

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

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

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

Walden will award credit for one course exam taken.

- No more than 6 courses will be awarded.

Credit-by-Diploma Examination Equivalents for General Education Courses

Course	*Exam Topic*	*Advanced Placement*	*International Baccalaureate*
BIOL 1001	Biology	X	X
CHEM 1001	Chemistry	X	X
ECON 1001	Economics	X	X
ENGL 1001	English Language	X	X

ENGL 2001	English Literature	X	
NASC 1001	Environmental Science	X	
GEOG 1001	Geography		X
MATH 1002	Mathematics		X
PHIL 1001	Philosophy		X
PSYC 1001 *(non-majors) or* **PSYC 1002** *(majors)*	Psychology	X	X
STAT 2001 *or* **PSYC 3002**	Statistics	X	
ARTS 1001	Visual Arts		X

Transfer Equivalency for Professional Certifications

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

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

B.S. in Business Administration students who hold the Chartered Property Casualty Underwriter (CPCU) designation are eligible to receive transfer credit for courses in their program. Transfer credit for students holding this professional designation is awarded for the following courses:

- **Core Course:** FNCE 3001 Financial Management
- Must have successfully completed CPCU 540 and 560.
- **Finance Concentration:** FNCE 4101 Corporate Finance, FNCE 4102 Financial Institutions and Markets, and FNCE 4103 International Finance
- Must have successfully attained the CPCU designation.

Child Development Associate (CDA) Articulation Agreement

B.S. in Child Development students who possess a CDA Credential in the Center-Based Setting will qualify for transfer of credit articulation into the B.S. in Child Development Program. Credit for students holding this professional designation is awarded for the following courses:

- EDUC 1001 Introduction to Education
- EDUC 1004 Child Development
- EDUC 1005 Child Health, Safety, and Nutrition
- EDUC 1006 Child, Family, and Community Relationships
- EDUC 3003 Observation and Assessment of Young Children

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

Society for Human Resource Management (SHRM) Articulation Agreement

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

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

- **B.S. in Business Administration Core Course:** HRMG 3001 Human Resource Management
- **Concentration Course:** HRMG 4201 Strategic Human Resource Management
- **Concentration Course:** HRMG 4202 Human Resource Development and Change

HRMG 4203 Human Resource Management: Analysis and Problems must be taken.
SHRM approved preparation courses that have been assigned credit by ACE (American Council on Education) may also be substituted for these three courses.

Credit by Portfolio

Walden undergraduate students have the opportunity for prior learning assessment by portfolio review through a program facilitated by the Council for Adult & Experiential Learning (CAEL) via LearningCounts.org. Through this affiliation, students will be able to speak with an 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. Any credits awarded would be provided on an American Council on Education (ACE) transcript or a National College Credit Recommendation Service (NCCRS) transcript. Students seeking prior learning credit by portfolio should work with their academic advisor to complete a Letter of Permission and submit it to the office of Admissions in advance of course registration.

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 pieces 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 COMM 1001.*

Conditional Admission for NTU Certificates

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

Students cannot apply for a certificate program retroactively (e.g., complete eight courses in a degree program, then stop work on the degree and apply for one or two certificates). No transfer courses are accepted into certificate programs. No matter what courses students have already taken, at least four new courses from the NTU School must be completed to obtain a certificate. Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a *B* or better in each course.

Note: *A grade of B– is not acceptable.*

Applicants With Degrees From Non-U.S. Institutions

Applying for Admission

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

- A record or transcript of coursework completed for those who have not completed a degree
- 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)

Seeking Transfer Credit

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

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

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

Applications received from countries not participating in the Bologna Process will continue to require an international transcript evaluation, unless a specific case can be made that they are equivalent to U.S. bachelor‘s degrees for the purposes of matriculation into a graduate program. All applicants are subject to school-specific admission criteria. Walden University will continue to monitor developments with the Bologna Process, including student admission data, academic progress, and the response of U.S. universities, transcript evaluation organizations, and accreditation associations.

International Inquiries

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

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.

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.

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.*

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.

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 pay the application fee again and 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

Gaining Readmission

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

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.

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

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.

Academic Calendar and Registration Policies

Please note quarter and semester start and end dates for the 2010–2011 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

2012–2013

Term	*First Day of Term*	*Last Day of Term*
Quarter-Based		
Fall Quarter 2012	04-Sep-12	25-Nov-12
Winter Quarter 2012	03-Dec-12	24-Feb-13
Spring Quarter 2013	04-Mar-13	26-May-13
Summer Quarter 2013	03-June-13	25-Aug-13
Semester-Based		
Fall Semester 2012	04-Sep-12	23-Dec-12
Spring Semester 2013	07-Jan-13	28-Apr-13
Summer Semester 2013	06-May-13	25-Aug-13

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.

2012–2013

Reporting Term	*Terms Within Major Starts*	*Term Description*	*Term in Weeks*	*First Day of Term*	*Last Day of Term*	*Last Day to ADD*	*Last Day to DROP with Refund*	*Last Day to WITHDRAW with W*
Fall Quarter 2012								
201310	201310–1	Fall Quarter	12	04-Sep-12	25-Nov-12	06-Sep-12	10-Sep-12	24-Oct-12
201310	201310–3	Fall Quarter: Part of Term 3	6	04-Sep-12	14-Oct-12	06-Sep-12	10-Sep-12	29-Sep-12
201310	201310–5	Fall Quarter: Part of Term 5	6	15-Oct-12	25-Nov-12	17-Oct-12	21-Oct-12	10-Nov-12
201310	201310–7	Fall Quarter: Part of Term 7	8	04-Sep-12	28-Oct-12	06-Sep-12	10-Sep-12	08-Oct-12
201310	201310–15	Fall Quarter: Part of Term 15	2	04-Sep-12	16-Sep-12	06-Sep-12	06-Sep-12	12-Sep-12
201310	201310–17	Fall Quarter: Part of Term 17	4	04-Sep-12	30-Sep-12	06-Sep-12	10-Sep-12	21-Sep-12
201310	201310–19	Fall Quarter: Part of Term 19	2	15-Oct-12	28-Oct-12	17-Oct-12	17-Oct-12	24-Oct-12
201310	201310–21	Fall Quarter: Part of Term 21	4	15-Oct-12	11-Nov-12	17-Oct-12	21-Oct-12	01-Nov-12
201310	201310–23	Fall Quarter: Part of Term 23	3	04-Sep-12	23-Sep-12	06-Sep-12	06-Sep-12	17-Sep-12
201310	201310–25	Fall Quarter: Part of Term 25	3	15-Oct-12	04-Nov-12	17-Oct-12	17-Oct-12	28-Oct-12
Winter Quarter 2012								
201330	201330–1	Winter Quarter: Part of Term 1	12	03-Dec-12	24-Feb-13	5-Dec-12	9-Dec-12	23-Jan-13
201330	201330–3	Winter Quarter: Part of Term 3	6	03-Dec-12	13-Jan-13	5-Dec-12	9-Dec-12	29-Dec-12
201330	201330–5	Winter Quarter: Part of Term 5	6	14-Jan-13	24-Feb-13	16-Jan-13	20-Jan-13	09-Deb-13
201330	201330–7	Winter Quarter: Part of Term 7	8	03-Dec-12	27-Jan-13	5-Dec-12	9-Dec-12	06-Jan-13
201330	201330–15	Winter Quarter: Part of Term 15	2	03-Dec-12	16-Dec-12	5-Dec-12	5-Dec-12	12-Dec-12
201330	201330–17	Winter Quarter: Part of Term 17	4	03-Dec-12	30-Dec-12	5-Dec-12	9-Dec-12	20-Dec-12
201330	201330–19	Winter Quarter: Part of Term 19	2	14-Jan-13	27-Jan-13	16-Jan-13	16-Jan-13	23-Jan-13
201330	201330–21	Winter Quarter: Part of Term 21	4	14-Jan-13	10-Feb-13	16-Jan-13	20-Jan-13	31-Jan-13
201330	201330–23	Winter Quarter: Part of Term 23	3	03-Dec-12	23-Dec-12	5-Dec-12	5-Dec-12	16-Dec-12
201330	201330–25	Winter Quarter: Part of Term 25	3	14-Jan-13	3-Feb-13	16-Jan-13	16-Jan-13	27-Jan-13
Spring Quarter 2013								
201350	201350–1	Spring Quarter: Part of Term 1	12	04-Mar-13	26-May-13	06-Mar-13	10-Mar-13	24-Apr-13

201350	201350–3	Spring Quarter: Part of Term 3	6	04-Mar-13	14-Apr-13	06-Mar-13	10-Mar-13	30-Mar-13
201350	201350–5	Spring Quarter: Part of Term 5	6	15-Apr-13	26-May-13	17-Apr-13	21-Apr-13	11-May-13
201350	201350–7	Spring Quarter: Part of Term 7	8	04-Mar-13	28-Apr-13	06-Mar-13	10-Mar-13	07-Apr-13
201350	201350–15	Spring Quarter: Part of Term 15	2	04-Mar-13	17-Mar-13	06-Mar-13	06-Mar-13	13-Mar-13
201350	201350–17	Spring Quarter: Part of Term 17	4	04-Mar-13	31-Mar-13	06-Mar-13	10-Mar-13	21-Mar-13
201350	201350–19	Spring Quarter: Part of Term 19	2	15-Apr-13	28-Apr-13	17-Apr-13	17-Apr-13	24-Apr-13
201350	201350–21	Spring Quarter: Part of Term 21	4	15-Apr-13	12-May-13	17-Apr-13	21-Apr-13	02-May-13
201350	201350–23	Spring Quarter: Part of Term 23	3	04-Mar-13	24-Mar-13	06-Mar-13	06-Mar-13	17-Mar-13
201350	201350–25	Spring Quarter: Part of Term 25	3	15-Apr-13	05-May-13	17-Apr-13	17-Apr-13	28-Apr-13

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.

2012–2013

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 WITH-DRAW with W***
Fall Semester 2012								
201320	201320–1	Fall Semester: Part of Term 1	16	04-Sep-12	23-Dec-12	06-Sep-12	10-Sep-12	10-Nov-12
201320	201320–2	Fall Semester: Part of Term 2	8	04-Sep-12	28-Oct-12	06-Sep-12	10-Sep-12	07-Oct-12
201320	201320–4	Fall Semester: Part of Term 4	8	29-Oct-12	23-Dec-12	31-Oct-12	04-Nov-12	02-Dec-12
201320	201320–6	Fall Semester: Part of Term 6	16	29-Oct-12	17-Feb-13	31-Oct-12	04-Nov-12	05-Jan-13
201320	201320–8	Fall Semester: Part of Term 8	5	04-Sep-12	07-Oct-12	06-Sep-12	10-Sep-12	25-Sep-12

201320	201320–10	Fall Semester: Part of Term 10	5	08-Oct-12	11-Nov-12	10-Oct-12	14-Oct-12	29-Oct-12
201320	201320–12	Fall Semester: Part of Term 12	5	12-Nov-12	16-Nov-12	14-Nov-12	18-Nov-12	03-Dec-12
201320	201320–26	Fall Semester: Part of Term 26	4	04-Sep-12	30-Sep-12	06-Sep-12	10-Sep-12	21-Sep-12
201320	201320–28	Fall Semester: Part of Term 28	2	29-Oct-12	11-Nov-12	31-Oct-12	31-Oct-12	07-Nov-12
201320	201320–30	Fall Semester: Part of Term 30	10	08-Oct-12	16-Dec-12	10-Oct-12	14-Oct-12	19-Nov-12
201320	201320–32	Fall Semester: Part of Term 32	6	12-Nov-12	23-Dec-12	14-Nov-12	18-Nov-12	08-Dec-12
201320	201320–34	Fall Semester: Part of Term 34	4	29-Oct-12	25-Nov-12	31-Oct-12	04-Nov-12	15-Nov-12
201320	201320–36	Fall Semester: Part of Term 36	3	04-Sep-12	23-Sep-12	06-Sep-12	06-Sep-12	16-Sep-12
201320	201320–38	Fall Semester: Part of Term 38	3	29-Oct-12	18-Nov-12	31-Oct-12	31-Oct-12	11-Nov-12
Spring Semester 2013								
201340	201340–1	Spring Semester: Part of Term–1	16	07-Jan-13	28-Apr-13	09-Jan-13	13-Jan-13	16-Mar-13
201340	201340–2	Spring Semester: Part of Term–2	8	07-Jan-13	03-Mar-13	09-Jan-13	13-Jan-13	10-Feb-13
201340	201340–4	Spring Semester: Part of Term–4	8	04-Mar-13	28-Apr-13	06-Mar-13	10-Mar-13	07-Apr-13
201340	201340–6	Spring Semester: Part of Term–6	16	04-Mar-13	23-Jun-13	06-Mar-13	10-Mar-13	11-May-13
201340	201340–8	Spring Semester: Part of Term–8	5	07-Jan-13	10-Feb-13	09-Jan-13	13-Jan-13	28-Jan-13
201340	201340–10	Spring Semester: Part of Term–10	5	11-Feb-13	17-Mar-13	13-Feb-13	17-Feb-13	04-Mar-13
201340	201340–12	Spring Semester: Part of Term–12	5	18-Mar-13	21-Apr-13	20-Mar-13	24-Mar-13	08-Apr-13
201340	201340–26	Spring Semester: Part of Term–26	4	07-Jan-13	03-Feb-13	09-Jan-13	13-Jan-13	24-Jan-13
201340	201340–28	Spring Semester: Part of Term–28	2	04-Mar-13	17-Mar-13	06-Mar-13	06-Mar-13	13-Mar-13
201340	201340–30	Spring Semester: Part of Term–30	10	11-Feb-13	21-Apr-13	13-Feb-13	17-Feb-13	25-Mar-13
201340	201340–32	Spring Semester: Part of Term–32	6	18-Mar-13	28-Apr-13	20-Mar-13	24-Mar-13	13-Apr-13
201340	201340–34	Spring Semester: Part of Term–34	4	04-Mar-13	31-Mar-13	06-Mar-13	10-Mar-13	21-Mar-13
201340	201340–36	Spring Semester: Part of Term–36	3	07-Jan-13	1-Feb-13	09-Jan-13	09-Jan-13	20-Jan-13
201340	201340–38	Spring Semester: Part of Term–38	3	04-Mar-13	29-Mar-13	06-Mar-13	06-Mar-13	17-Mar-13
Summer Semester 2013								
201360	201360–1	Summer Semester: Part of	16	06-May-13	25-Aug-13	08-May-13	12-May-13	13-Jul-13

		Term–1						
201360	201360–2	Summer Semester: Part of Term–2	8	06-May-13	30-Jun-13	08-May-13	12-May-13	09-Jun-13
201360	201360–4	Summer Semester: Part of Term–4	8	01-Jul-13	25-Aug-13	03-Jul-13	07-Jul-13	04-Aug-13
201360	201360–6	Summer Semester: Part of Term–6	16	01-Jul-13	20-Oct-13	03-Jul-13	07-Jul-13	07-Sep-13
201360	201360–8	Summer Semester: Part of Term–8	5	06-May-13	09-Jun-13	08-May-13	12-May-13	27-May-13
201360	201360–10	Summer Semester: Part of Term–10	5	10-Jul-13	14-Jul-13	12-Jun-13	16-Jun-13	01-Jul-13
201360	201360–12	Summer Semester: Part of Term–12	5	15-Jul-13	18-Aug-13	17-Jul-13	21-Jul-13	05-Aug-13
201360	201360–26	Summer Semester: Part of Term–26	4	06-May-13	02-Jun-13	08-May-13	12-May-13	23-May-13
201360	201360–28	Summer Semester: Part of Term–28	2	01-Jul-13	14-Jul-13	03-Jul-13	03-Jul-13	10-Jul-13
201360	201360–30	Summer Semester: Part of Term–30	10	10-Jul-13	18-Aug-13	12-Jun-13	16-Jun-13	22-Jul-13
201360	201360–32	Summer Semester: Part of Term–32	6	15-Jul-13	25-Aug-13	17-Jul-13	21-Jul-13	10-Aug-13
201360	201360–34	Summer Semester: Part of Term–34	4	01-Jul-13	28-Jul-13	03-Jul-13	07-Jul-13	18-Jul-13
201360	201360–36	Summer Semester: Part of Term–36	3	06-May-13	26-May-13	08-May-13	08-May-13	19-May-13
201360	201360–38	Summer Semester: Part of Term–38	3	01-Jul-13	21-Jul-13	03-Jul-13	03-Jul-13	14-Jul-13

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

12-week course	45th calendar day
16-week course	60th calendar day

Ordering Course Materials

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

Enrollment, Academic Progress, and Grading Policies

Enrollment Requirements and Options

Enrollment Requirements

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

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

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

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

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

Continuous Enrollment Policy

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

Enrollment Options

Enrollment Status

Students in course-based programs may enroll either full time or part time. Students must know and meet the enrollment requirements of their program and area of specialization or concentration (if appropriate) as described in the applicable section of this *Walden University Student Handbook* and the *Walden University Catalog*. Students receiving federal financial aid must know and meet the enrollment requirements for continued aid and/or education loan deferment eligibility.

Full-Time Enrollment

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

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

Three-Quarter-Time Enrollment

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

Half-Time Enrollment

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

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

Less Than Half-Time Enrollment

- Graduate students registered for fewer than 3 credits are considered enrolled less than half time.
- Students taking a leave of absence from the university are also considered less than half time.
- Undergraduate students registered for fewer than 6 credits per term are considered enrolled less than half time.

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

Maximum Course Registration Limit

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

Graduate Students

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

Undergraduate Students

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

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

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

Minimum Credits Earned at Walden Toward Bachelor's Degree

Undergraduate students must fulfill a minimum requirement of 45 credits through Walden University to receive a Walden B.S. degree. 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 (Ed.S.) degree candidates for graduation must have a minimum of 1 year enrollment at Walden University.
- Doctoral degree candidates for graduation must have a minimum of 2 years of enrollment at Walden University.

Student Enrollment Verification

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

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

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

Residency Requirements

Academic residencies are 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:

- M.S. in Marriage, Couple, and Family Counseling students attend two 6-day residencies.
- M.S. in Mental Health Counseling students attend two 6-day residences.
- Ed.S. in Educational Leadership and Administration students attend two 3-day residencies.
- D.B.A. students are required to attend two 4-day residencies.
- Ed.D. students attend one 3-day residency during the first year of their program.
- Ph.D. students fulfill their 16-day residency requirement by participating in four 4-day residencies (about one a year) aligned with their academic progress.
- Ph.D. 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.
  - Ph.D. students must have fulfilled the Residency 1 and/or Residency 3 requirement.
  - Residency 1 and 3 must be completed through the face-to-face residency.
  - Eligible Ph.D. students must be participating in a four-part residency model. Students currently enrolled in the Ph.D. in Counselor Education and Supervision program or those required to complete an Academic Year in Residence are not eligible to attend virtual residencies.
- Ph.D. students in Counselor Education and Supervision fulfill their residency requirement by participating in one 4-day and two 8-day residencies aligned with their academic progress.
- Ph.D. students in the Clinical Psychology and Counseling Psychology specializations have additional residency requirements.
- M.S. in Career Counseling students attend two 6-day residencies.

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

Marriage, Couple, and Family Counseling Residencies

Students in the M.S. 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.

Residency II

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.

Mental Health Counseling Residencies

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

- An orientation to the mental health counseling profession
- Preparation for field training and thesis research and writing
- Face-to-face interactions with academic advising
- Venues for in-person peer and instructor interactions
- Opportunities for experiential skill development, including critiques in both individual and group counseling sessions

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

Learning Outcomes

At the end of these residencies, 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. Present research focused on program development that includes components of consultation and evaluation.
7. Present collaborative research focused on social change.

8. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group.
9. Utilize feedback to improve performance.
10. Demonstrate advanced counseling skills.
11. Apply multicultural and diversity competencies to advanced counseling skills.
12. Describe the process of preparing for field experience.
13. Prepare for the NCE, NCMHCE, or other licensure exams.
14. Prepare for eventual accrual of post-master's experience toward licensure.

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

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

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

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

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

Learning Outcomes

At the end of these residencies, students will gain:

1. Socialization, skills, and support for meeting expectations in Walden's Ed.S. in Educational Leadership and Administration (Principal Preparation) program, community building, and lifelong learning.
2. Effective collaborative and communication skills.

They will be able to:

3. Reflect and analyze educational issues in light of current research and best practice and demonstrate an understanding of the attributes of effective leaders who promote social change.

D.B.A. Residencies

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

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

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

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.

Ed.D. Residencies

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

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

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

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

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 residency 2 (advanced), 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.

Ph.D. Residencies

Ph.D. 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

Ph.D. 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 Ph.D. students.

Students are eligible for the Ph.D. Virtual Residency Option if they are:

- Ph.D. students participating in a four-residency model.
- Ph.D. 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.
- Ph.D. students who are not in a program requiring the Academic Year in Residence and are not in the Ph.D. in Counselor Education and Supervision program.

Dissertation Writing Intensive (Optional for Ph.D. 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.

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.

Ph.D. in Counselor Education and Supervision Residencies

Residency 1 (4 days)

In this residency, students attend Residency 1 in conjunction with doctoral students from other Walden University programs during their first quarter of doctoral studies. This residency will be four 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:** Socialization, skills, and support for meeting first-year expectations in Walden‘s Ph.D. programs, community-building

Residency 2: Advanced Clinical Skills Residency (8 days)

In this residency, Ph.D. in Counselor Education and Supervision students will meet in conjunction with the M.S. in Mental Health Counseling program students. This Ph.D. in Counselor Education and Supervision residency will be used to provide doctoral students with advanced clinical skills and intensive research instruction. The components of this residency are intended to meet aspects of the second and third Ph.D. 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 third and fifth quarters of study. This residency will include specific workshops focused on quantitative and qualitative research design, refereed journal publication, the dissertation processes at Walden, social change and research, dissertation committee selection, and professional presenting.

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.

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

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

Residency 3: (8 days)

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

This 8-day residency is designed to extend students‘ understanding of teaching, 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.

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

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.

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 Ph.D. 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
- Multicultural Psychology
- Career 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.

Academic Progress

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

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

Academic Progress Benchmarks (Chart)

Minimum Academic Progress Benchmarks and GPA Requirements

Program	***Benchmarks for Advancement Toward Degree Completion***	***Minimum GPA***
Bachelor's programs	• A minimum of 3 courses per year of enrollment • Maintain an overall undergraduate GPA of 2.0 in classes taken at the university	2.0
Bachelor of Science in Nursing (BSN)	• A minimum of 3 courses per year of enrollment	2.0
Graduate Certificate in: • Adult Learning • Advanced Project Management • Applied Project Management • College Teaching and Learning • Curriculum, Instruction, and Assessment • Developmental Education • Early Childhood Administration, Management, and Leadership • Early Childhood Advocacy and Public Policy • Elementary Reading and Literacy • Engaging Culturally	• Continuous enrollment expected until the completion of all course requirements	3.0

Diverse Learners • Enrollment Management and Institutional Marketing • Higher Education Leadership for Student Success • Information Systems • Instructional Design • Integrating Technology in the Classroom • 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 (M.A.T.)	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	3.0

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 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 M.S. 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. 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**	2.75 ***Note:*** To be admitted to Walden University‘s M.S. in Education with a specialization in Special Education, the cumulative GPA throughout the endorsement program must be 3.0 or better.

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
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 M.S. 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
• M.S. in Accounting • M.S. in Accounting and Management • M.S. in Career Counseling • M.S. in Criminal Justice • M.S. in Criminal Justice Leadership and Executive Management • M.S. in Education with a specialization in Leadership • M.S. in Human Resource Management • M.S. in Information Systems • M.S. in Information Technology • M.S. in Management	• 3–6 courses per year of enrollment	3.0
• M.S. in Education	These transition points described below are specific times when candidates must meet certain program	3.0

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 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 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—completed after the fourth 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

Transition Point Three—completed after the eighth 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

Transition Point Four—completed after the last course

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. Candidates who do not successfully complete a course must retake the course as soon as possible. 3. For all major assessments, candidates are allowed two additional attempts (i.e., the first submission plus two additional attempts) to successfully pass the assessment. a. If a candidate does not pass the major assessment after the third attempt, the associate dean or program director (or his or her designee) will contact the candidate to discuss.	
• M.S. in Instructional Design and Technology • M.S. in Higher Education • M.S. in Early Childhood Studies • M.S. in Adult Learning	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 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 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—completed after the fourth 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 **Transition Point Three—completed after the eighth 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 **Transition Point Four—completed after the last course** 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	
Post-Master‘s certificates	• Continuous enrollment expected until the completion of all course requirements	3.0
Education Specialist (Ed.S.) in: • Administrator Leadership for Teaching and Learning • Adult Education • College Teaching and Learning • Curriculum, Instruction, and Professional Development	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 requirements specified for each transition point in the program as described in	3.0

• Early Childhood • Reading and Literacy Leadership • Special Education • Teacher Leadership	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 (Ed.S.) in: • Assessment, Evaluation, and Accountability • Leadership for Social Change in Education • Educational Technology	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 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 (Ed.S.) in Educational Leadership and Administration (Principal Preparation) program	These transition points are specific times when candidates must meet certain principal preparation program requirements and professional standards set by the Minnesota Board of School Administrators in order to be recommended for licensure. In addition,	3.0

candidates must meet the satisfactory academic progress standards set by Walden University.

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

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

Transition Point One—program admission

1. Admission requirements met

Transition Point Two—completed after the seventh course

1. Program GPA of 3.0 or better
2. Successful completion of coursework
3. Preparation for licensure: Submission of completed *Preferred Placement Site* form
4. Successful completion of major assessments with the minimum score of 3 on a 5-point scale
5. Proof of liability insurance
6. Residency 1: 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 2: 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.	
Ed.D. with specializations in: • 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	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 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	3.0

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 Ed.D. 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 and 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 (D.B.A.)	• Foundation course (DDBA 8005) within first semester of enrollment • First residency within 90 calendar days of completion of DDBA 8005 • Second residency attended within 90 calendar days of completion of the specialization sequence • 8 total units of residency required • Completion of coursework and doctoral study according to course sequence and individual course requirements	3.0
Doctor of Nursing Practice (DNP)	• A minimum of 3 courses per year of enrollment	3.0
KAM-based Ph.D. programs (except Ph.D. in Education)	• Foundation course (AMDS 8008, HLTH 8008, or HUMN 8008) within first quarter of enrollment • Milestone 1 residency within 90 calendar days of completion of Foundation course • First KAM within 1 year (4 full quarters) of completion of Foundation course, then one KAM per remaining year of enrollment • RSCH 8100 in second quarter of enrollment in program. Prerequisite for RSCH 8100 is successful	3.0

	completion of Foundation course • Milestone 2 residency linked to enrollment in or completion of RSCH 8100	
KAM-/Course-based Ph.D. programs (except Ph.D. in Education)	• Foundation course (AMDS 8008, HLTH 8008, or PPPA 8008) within first quarter of enrollment • Milestone 1 residency within 90 calendar days of completion of Foundation course • RSCH 8100 in second quarter of enrollment in program. Prerequisite for RSCH 8100 is successful completion of Foundation course • First KAM within 1 year (4 full quarters) of completion of Foundation course, then one KAM per remaining year of enrollment (applies to the Ph.D. in Education, Ph.D. in Health Services' Community Health Promotion and Education specialization, and Ph.D. in Human Services • Milestone 2 residency linked to enrollment in or completion of RSCH 8100	3.0
Course-based Ph.D. programs (except Ph.D. in Education)	• Foundation course (COUN 8001, HUMN 8000, PPPA 8000, PSYC 8000, or PUBH 8101) within first quarter of enrollment • Milestone 1 residency within 90 calendar days of completion of Foundation course • 5 credit-bearing courses per year of enrollment • Milestone 2 residency linked to enrollment in or completion of RSCH 8100	3.0
Ph.D. 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 Ph.D. 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	3.0

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 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 Ph.D. Academic Benchmarks and Progress Standards

KAM-Based Ph.D. Programs

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

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

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

Course-Based Ph.D. Programs

Academic Progress Benchmark	*Timeline*
Foundation course (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
Completion of Milestone 1 residency requirement	Within 90 calendar days of completion of Foundation course
Successful completion of 5 credit-bearing Walden courses with a GPA of 3.0 or higher	Within 1 year (4 full quarters) of enrollment

Academic Warning and Dismissal

Academic Warning

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.

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.

Additional Information

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

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

Leave of Absence

Regular Leave of Absence

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

Requesting a Leave of Absence

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

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

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

Adjusting Grades During a Leave of Absence

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

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

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

Returning to the Academic Program Following a Leave of Absence

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

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

Determining Federal Financial Aid During Leave of Absence

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

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

Military Leave of Absence

Requesting a Military Leave of Absence

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

Students must contact a member of the Academic Advising Team to request the MLOA and forward a copy of their military orders to Walden‘s Veteran Affairs Office for authentication.

The e-mail address is va@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 Veteran Affairs Office, the request for MLOA is forwarded to the registrar‘s office for processing. The student will receive a confirmation of approval via 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.

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

Returning to the Academic Program Following a Military Leave of Absence

To return from a military leave of absence, students must contact a member of the Academic Advising Team, to be reinstated without penalty, and the Veteran Affairs Office, if they wish to reinstate benefits. For students on MLOA, their leave time 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.

Withdrawing from the University

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

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

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

Course Grades and Official Withdrawal From the University

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

Administrative Withdrawal

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

Class Participation Requirement

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

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 (A.I.M.) 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 *A-*	4.0 3.75	Superior	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted superior quality work.
B+ *B* *B-*	3.5 3.0 2.75	Satisfactory	Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted satisfactory quality work.
C+ *C* *C-*	2.5 2.0 1.75	Marginal	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.

**Plus/minus grades apply to the NTU School of Engineering and Applied Science only.*

†Satisfactory/Unsatisfactory grades are limited to the following:

- Non-credit courses
- 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 to 5 calendar days per week for attendance purposes. Because of the short length and intensive nature of the 6-week course, 4 to 5 calendar days' weekly participation will be required in most courses, with multiple responses in a single day being necessary for adequate participation in a significant proportion of the assignments.

KAM Grades and Credit Award

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

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

Upon completion of an entire KAM, students receiving a grade of *S* are awarded the appropriate number of credits. While SBSF 7100 grades are transcripted and 6 credit hours are earned each

quarter, the credits do not count toward the total credits needed to graduate. Students receiving two consecutive Unsatisfactory grades for SBSF 7100 will be reviewed by the associate dean (or designee) for approval to continue in the program.

Repeating a KAM Demonstration

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

Auditing Policy

Audit is a registration status allowing students to attend a course without receiving credit. Students may audit any course that is not a capstone or that does not have a face-to-face component. Capstones include those courses designated specifically as program capstones, doctoral studies, dissertations, and theses. Courses with a face-to-face component that are not available for audit include study abroad, service learning, internships, practica, and any courses that specifically include a face-to-face requirement.

Audited courses

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

Audit status must be approved as follows:

- For graduate students
  - Enrollment for audit must be approved by the associate dean (or designee).
- For undergraduate students
  - **Major courses:** Enrollment for audit of major courses must be approved by the associate dean (or designee).
  - **General education courses:** Enrollment for audit of general education courses must be approved by the associate dean (or designee) of the College of Undergraduate Studies.

If students want to audit a course, the registration

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

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

Grades of Incomplete

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

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

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

Grade Point Average

Graduate Students

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

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

Undergraduate Students

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

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

Calculating GPA

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

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

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

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

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

Grades Used to Calculate GPA and Included on Transcript

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

Repeating a Course

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

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

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

Students may retake a course only one time. Students who fail a required course twice will be dismissed from the university. A 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.

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.

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.

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.

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 July 7 and December 7 are eligible to attend the winter ceremony on January 19, 2013 in Miami; students who have their degrees conferred between December 8 and July 8 are eligible to attend the summer ceremony on August 17, 2013 in Minneapolis.

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.

Transcript Requests

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

For complete details, refer to the *Request for Official Transcript* form. There is 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.

Learning and Research Resources

Instructional Delivery Models

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

These include the following:

- Knowledge Area Modules (KAM)
- Courses

Knowledge Area Modules (KAM)

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

Courses

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

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

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

Student Responsibility in an Online Learning Environment

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

- Read carefully and understand the requirements as published in the course syllabus. Pay particular attention to deadlines for submitting work. Develop an alternative technology plan should the student‘s primary means of classroom contact be unavailable.
- Read all postings by faculty members and classmates. Being able to provide and receive critical and constructive feedback is important for one‘s academic success.
- Respect differing viewpoints based on cultural and intellectual differences as part of healthy intellectual exchange.
- Contact the faculty member if they (1) need additional feedback, (2) are unclear about any aspect of the course assignments, or (3) are not feeling comfortable with some other aspect of the course.
- Provide and receive critical and constructive feedback in the Discussion Board from colleagues as outlined in the posting rubric. Students should conduct themselves as they would in a classroom environment.
- Be aware of issues of confidentiality. Students should be especially careful of what they disclose about themselves or others in the virtual classroom environment.

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

Faculty Services

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

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

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

dean/executive director or designee communicates with affected students throughout the restoration process until appropriate assignments are finalized.

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

Requesting a change: However, in some cases, differences are not easily resolved. Individuals who want to request a change in faculty services must contact an academic advisor, who will consult the associate dean/executive director, or designee. Any change in faculty services, including faculty mentors or dissertation/doctoral study/thesis chairs, can be made only during the add/drop period of each term.

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

Communicating With Instructors

- Students are responsible for keeping their contact information accurate and current. Students may update their contact information by changing it on their myWalden university portal or by 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. This course provides links to all KAM and dissertation support materials, quarterly planning materials, and discussions and community forums with other students. It also provides a dropbox for submitting all assignments and direct contact with the faculty mentor via e-mail and live chat. All manuscript drafts should be submitted within the SBSF 7100 Research Forum, and faculty members will return drafts with feedback via the Research Forum.

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

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 Engagement and Attendance

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. Under extenuating circumstances, a student might be granted an assignment extension from the instructor within the first 7 days of the term; however, students are not exempt from posting to the discussion board. If a student does not demonstrate participation in the classroom by Day 7, he or she risks being withdrawn from the course/university.

Assignments submitted prior to the official start date will not count toward participation. Financial Aid cannot be released without class participation as defined above.

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

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

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

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

Ongoing Attendance and Engagement

Walden courses are not independent study courses. They involve a mixture of independent work outside the online course room and presence within the course room, with all work completed within schedules published in the course. Students are expected to engage in courses in an active and timely fashion. Logging into the online course does not alone demonstrate adequate engagement. Student engagement includes activities such as doing assigned readings, preparing and presenting quality assignments (which may include tests, quizzes, papers, and other assessments) and participating substantively in discussion. Time spent in reading, studying, and preparing written assignments is as important to learning as is participation in the discussion areas and submission of written assignments. However, student attendance can be documented only with presence in the online course.

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

Student Engagement via Participation in Online Discussion

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

Failure to post with the expected timeliness, quantity, quality, and frequency of postings as stated in the syllabus, discussion descriptions, and other course materials may result in grade reduction

for the discussion. Students should read each syllabus and discussion prompt carefully, as posting requirements may vary across and within courses to meet learning goals.

Student Attendance

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, the eCampus 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 polices 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.

Walden’s Grading Policy

Walden‘s standard grading policy will be used in each course. For more information, see the Course Grading Scales section in the *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.

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.

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 COMM 1001, which includes acquisition and mastery of knowledge and skills related to information technology and electronic communication, plans and programs of study, library databases, scholarly writing,

research, and university policies and procedures. Successful completion of COMM 1001 is a degree requirement.

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 Ed.D. program), M.S. in Psychology students, and M.S. in Mental Health Counseling students to write a Professional Development Plan (PDP) at the outset of their studies. The plan includes the completion of a formal *Program of Study* form and, when appropriate, a Plan of Study. Students in the Clinical Psychology 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 Professional Development Plan (PDP). Writing the PDP essay allows students the opportunity to

- Reflect on their personal history, professional accomplishments, and future aspirations
- Initiate a discussion with instructors about graduate study in general and the Walden program in particular
- Articulate academic interests and set goals for their Walden educational experience
- Identify themes for each KAM that support those interests and goals
- Establish a personalized timeline for meeting degree requirements (i.e., the program of study form)

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

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

Content and Structure of the Professional Development Plan

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

- Part I: A description of personal and professional goals.
- Part II: A description of educational background and research proficiency.
- Part III: An individualized plan for approaching the Walden program (Plan of Study) and completion of the program of study form. Students in the Clinical Psychology 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 Ph.D. 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 Ph.D. in Health Services and Ph.D. in Human Services students, as well as students in the Riley College of Education and Leadership and the School of Management, Part III begins with a summary of their overall learning goals as they relate to their intended field of study. This summary is followed by the Plan of Study, which contains a brief explanation (usually one paragraph per KAM) of the academic topics and professional issues to be explored in each KAM demonstration. Students should consult their curriculum guide and Foundation course instructor when developing these topics.

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

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

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

Professional Development Plan Approval Process

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

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

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

Criteria for Professional Development Plan Approval

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

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

Field Experiences

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

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

Field experiences include the following:

Teacher Preparation and Special Education Endorsement Programs

Field experiences are an integral part of Walden University‘s Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.) and special education endorsement programs. These experiences provide opportunities for candidates to apply course concepts in real environments. The field experiences relate to candidates‘ professional goals, provide the opportunity to connect theory and practice, and prepare candidates for daily classroom responsibilities or daily life for students with special needs. For specific information about field experiences, including requirements related to background checks and proof of health status, candidates should find the following on their *myWalden* university portal:

- Teacher preparation candidates should review the *Teacher Candidate Guidebook* and the *Field Experience and Demonstration Teaching Handbook*.
- Special education endorsement candidates should review the Endorsement *Candidate Guidebook* and the *Field Experience and Clinical Practicum Handbook*.

Master of Public Health Practicum

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

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

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

important practicum application deadlines are available through students‘ myWalden university portal.

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

Optional Practicum Experience

Optional Practicum Experience (CLRA 6550)

Students in the M.S. 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 M.S. 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 M.S. 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 M.S. 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.

M.S.Ed. 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 experiences, including requirements related to background checks and proof of health status, candidates should review the *Principal Candidate Handbook* and *Field Experience Handbook*.

Field Experience in Marriage, Couple, and Family Counseling

The M.S. in Marriage, Couple, and Family Counseling field experience provides a supervised clinical experience with emphasis on the knowledge and practice of counseling skills, theories, competencies, and best practices. The M.S. in Marriage, Couple, and Family Counseling field experience provides students with experiential learning opportunities for the preparation of 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 100 hours of clinical field experience: 30 hours of individual counseling, 10 of group counseling, and 60 of counseling-related activities.

Prerequisites

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

Arranging for the Practicum

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

1. **Review the Field Experience Manual**
   The Field Experience Manual provides M.S. in Marriage, Couple, and Family Counseling students with the information they need to be successful in their clinical field experiences. The manual addresses topics such as the application process, malpractice insurance, completion and termination of practicum, procedures and policies (e.g., policy for resolving conflicts at the field experience site), extension of practicum, and evaluation forms. Students should thoroughly review the manual before starting the field experience process.
2. **Select a Practicum Site and Supervisor**
   Students should collaborate with the field experience coordinator to begin the site selection process early in their enrollment at Walden. Students are encouraged to discuss existing field experience site relationships with the field coordinator and consider the type of training sites available in their community. Practicum sites may include, but are not limited to, community mental health agencies, private practice, hospitals (inpatient and outpatient services), university counseling centers, social service agencies, and employee assistance programs. Students will receive instruction on selecting a practicum site during their residencies.

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

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

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

   Application deadlines are as follows:

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

The practicum application includes the following documents:

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

4. **Register for COUN 6671 – Practicum**
   To complete the practicum experience, students must successfully complete the practicum application and receive approval from the field experience coordinator. Upon approval of the application, students will be registered for COUN 6671 - Practicum for one term (unless an extension is needed to fulfill the practicum hourly requirement).

5. Registration for this course is conducted by the field education coordinator of the College of Social and Behavioral Sciences and is limited to students who both meet the prerequisites and have an approved practicum application on file. Approval from the field experience coordinator is required for initial registration.

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

Conflict Resolution at the Practicum Site

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

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, post-practicum, supervised _capstone‘ clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates

professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement."

Prerequisites

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

Arranging for the Internship

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

1. **Review the Field Experience Manual**
   The Field Experience Manual provides M.S. in Marriage, Couple, and Family Counseling students with the information they need to be successful in their clinical field experiences. The manual addresses topics such as the application process, criminal background checks, malpractice insurance, completion and termination of internship, procedures and policies (e.g., policy for resolving conflicts at the field experience site), extension of internship, and evaluation forms. Students should thoroughly review the manual before starting the internship process.
2. **Select an Internship Site and Supervisor**
   Students are encouraged to attempt to secure an internship site simultaneously while finding a practicum site. Students are allowed to complete their practicum and internship field experiences at the same site and/or with the same organization. Internship sites may include, but are not limited to, community mental health agencies, private practice, hospitals (inpatient and outpatient services), university/college counseling centers, social service agencies, and employee assistance programs. Students will receive instruction on selecting an internship site during their residencies.

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

   Students who complete their practicum and internship field experiences at the same site and/or with the same organization are required to have a different site supervisor for each

clinical experience (i.e., the site supervisor for the practicum must be different than the site supervisor for the internship). Both site supervisors must be approved by the field experience coordinator.

3. **Submit a Completed Internship Application**

Internship applications are due 12 weeks prior to the term in which the internship is to begin.

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

Application deadlines are as follows:

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

The internship application includes the following documents:

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

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

4. **Register for COUN 6682 – Internship**

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

Registration for the course is conducted by the field education coordinator of the College of Social and Behavioral Services and is limited to students who meet the prerequisites.

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

Conflict Resolution at the Internship Site

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

Field Experience in Mental Health Counseling

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

Mental Health Counseling Practicum

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

Prerequisites

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

Arranging for the Practicum

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

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

the field experience site), extension of practicum, and evaluation forms. Students should thoroughly review the manual before starting the field experience process.

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

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

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

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

   Application deadlines are as follows:

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

The practicum application includes the following documents:

- *Practicum Registration Intent* form
- *Practicum Application* form (includes practicum at place of employment, if applicable)
- Counseling Training and Supervision Memorandum of Understanding
- Copy of student malpractice insurance certificate
- *Agency Description* form

- Onsite supervisor‘s résumé or CV
- Student‘s résumé or CV
- Practicum Learning Agreement

4. **Register for COUN 6671 – Practicum**
   To complete the practicum experience, students must successfully complete the practicum application and receive approval from the field experience coordinator. Upon approval of the application, students will be registered for COUN 6671 - Practicum for one term (unless an extension is needed to fulfill the practicum hourly requirement).

   Registration for this course is conducted by the field education coordinator of the College of Social and Behavioral Sciences and is limited to students who both meet the prerequisites and have an approved practicum application on file. Approval from the field experience coordinator is required for initial registration.

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

Conflict Resolution at the Practicum Site

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

Mental Health Counseling Internship

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

Prerequisites

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

Arranging for the Internship

Students completing an internship will work with the field experience coordinator to secure a supervised internship in an appropriate mental-health-related setting. See the Submit a Completed Internship Application section for details on preparing the necessary documents and

forms. Students are responsible for collaborating with the field experience coordinator to ensure the site and supervisor meet appropriate requirements. The field experience coordinator must approve the internship site as well as the site supervisor before the student can begin the internship.

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

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

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

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

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

   Internship application materials are reviewed by the field education coordinator for the College of Social and Behavioral Sciences for completeness, then forwarded to the field experience coordinator for the M.S. in Mental Health Counseling program for approval. Students are notified of the approval decision no later than 1 month prior to the intended internship start date.

   Application deadlines are as follows:

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

The internship application includes the following documents:

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

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

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

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

Conflict Resolution at the Internship Site

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

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

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

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

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

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

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

Psychology Internship

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

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

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

Adequate preparation is essential to the success of the internship experience. Students must ensure that their field experiences meet their specific state board standards and requirements. The internship is completed in a minimum of four quarters (full time), but additional quarters may be taken to attain the required 2,000 hours.

Prerequisites

Students must complete all program requirements except the dissertation before beginning an internship. Completion and approval of the dissertation proposal is also required.

Arranging for the Internship

Students completing an internship must arrange for supervised practice in an appropriate setting. Students are responsible for selecting an internship field experience site and site supervisor. The field training coordinator must approve the internship site as well as the site supervisor before the student can begin the internship.

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.

2. **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.

Doctoral Research Sequence

Internal and external researchers and program leaders representing Walden University's fields of doctoral study key stakeholders collaborated to generate a list of specific research competencies expected of all doctoral graduates from Walden.

Research competency standards of Ph.D. programs in typical graduate programs were reviewed, as were those of external higher education associations such as The Higher Learning Commission of the North Central Association of Colleges and Schools and the Council of Graduate Schools, as well as several professional accrediting bodies.

The result of this extensive review and collaboration resulted in establishing 48 specific areas of competency organized around the following seven broad areas:

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

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

RSCH 8100 - Research Theory, Design, and Methods (4 cr.)

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

RSCH 8200 - Quantitative Reasoning and Analysis (4 cr.)

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

RSCH 8300 - Qualitative Reasoning and Analysis (4 cr.)

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

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

All Ph.D. 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***
Ph.D. in Education	RSCH 8100D, 8200D, 8300D
Ph.D. in Management (formerly Ph.D. in Applied Management and Decision Sciences)	RSCH 8100Z, 8200Z, 8300Z
Ph.D. in Health Services	RSCH 8100X, 8200X, 8300X
Ph.D. in Human Services	RSCH 8100U, 8200U, 8300U
Ph.D. in Public Health	RSCH 8100H, 8200H, 8300H

Ph.D. in Public Policy and Administration	RSCH 8100P, 8200P, 8300P

Doctoral Research Competencies and Related Learning Objectives

Topic Areas and Competencies	*Example of Competency-Related Learning Objectives*
Philosophy of Research	
Empiricism	Identify the influence of empiricism on quantitative research methodology.
Positivism and post-positivism	Explain how the scientific method is based on positivism and post-positivism.
Interpretivism	Contrast interpretivism with positivism.
Constructivism	Contrast constructivism with determinism.
Deconstructivism or critical theory	Explain how critical theory research approaches use the concepts of power and justice.
Research Project Design and Approaches	
Formulating the research question	Utilize a gap in past research on a topic to generate a testable research question.
Quantitative/qualitative distinctions	Determine the types of research questions most appropriately addressed by quantitative, qualitative, and mixed-method designs.
Experimental research	Explain why the experimental method is required for determining cause-effect relationships.
Quasi-experimental research	Identify the advantages and disadvantages of key quasi-experimental designs.
Non-experimental designs (descriptive, correlational)	Determine when it is appropriate to use non-experimental quantitative designs.
Program evaluation	Distinguish program evaluation from other approaches to research.
Case studies	Utilize case study findings to generate testable hypotheses.
Phenomenology	Explain the purpose of research from a phenomenological perspective.
Ethnographic methods	Contrast ethnography from other approaches to qualitative research.
Grounded theory methods	Identify the key assumptions of grounded theory

	research.
Historical research	Identify multiple sources of archival data relevant to their professional field and the limitations associated with such data.
Action research	Explain why the advantages of action research may also be limitations.
Narrative inquiry	Describe multiple forms of stories used in narrative analysis and how the ―story" differs from a case study.
Quantitative Research Techniques	
Descriptive statistics	Know the definitions of mean, mode, and median and describe the situations where each should be used to describe the ―average" value.
Probability distributions	Know the characteristics of a normal distribution and explain how those characteristics are used in hypothesis testing with reference to the Central Limit Theorem.
Hypothesis testing	Correctly test a hypothesis using quantitative data. Correctly interpret the results of that test with reference to Type I and II errors.
Multivariate analysis appropriate to field	Describe how multivariate analyses are used in the students' professional field.
Correlation	Correctly calculate and interpret a Pearson correlation coefficient.
Non-parametric methods	Understand the concept of rank and how it used in non-parametric statistics that test the difference between two or more groups.
Linear regression	Know the assumptions of and correctly interpret ordinary least squares linear regression.
Quantitative analysis software (SPSS)	Construct a data set using statistical software. Use that software to produce descriptive and inferential statistics.
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.

Ed.D. Research Sequence—Richard W. Riley College of Education and Leadership

Specialization in Administrator Leadership for Teaching and Learning

In this specialization, the research sequence consists of the following two courses:

- EDAD 8141 - Applied Research in Education
- EDAD 8145 - Project Study: Research in Practice

In addition to this, research modules will be embedded in the following three courses:

- EDAD 8142 - Leading to Promote Learning
- EDAD 8143 - Leading Professional Learning Communities
- EDAD 8144 - School Leadership Capstone: Trends, Issues, and Global Perspectives

Specialization in Teacher Leadership

In this specialization, the research sequence consists of the following two courses:

- EDUC 8141 - Applied Research in Education
- EDUC 8145 - Project Study: Research in Practice

In addition to this, research modules will be embedded in the following three courses:

- EDUC 8142 - Teaching and Learning: Theory and Research
- EDUC 8143 - Collegial Interactions and Professional Development
- EDUC 8144 - Teacher Leadership Capstone: Trends, Issues, and Global Perspective

Registering, Completing, and Receiving Credit for the Research Sequence Courses

Students register for the Research Sequence courses using the regular course registration process.

The basis of each course is an online discussion that begins on the first day of the quarter. Students use e-mail and online classrooms accessible via the Internet to participate in the asynchronous discussions (except for EDUC 8458 and 8468). Course instructors facilitate seminar activities based on assigned readings and topics posted in the syllabus at the beginning of the quarter. Assignments are collected and evaluated. For components that incorporate in-person meetings, attendance at all meetings is mandatory.

Each seminar carries a credit value as specified in the program sections of the *Walden University Catalog*. Course instructors evaluate student performance and award a grade of *S* (Satisfactory) to those students who complete a Foundation Research Sequence seminar successfully. A grade of *S* is equivalent to a letter grade of *B* or better. The university cannot convert a grade of *S* to a letter grade. Students who do not complete the seminar successfully receive a grade of *U* (Unsatisfactory). Grades of *A, B*, and *F* are awarded in the Research Sequence courses for the Riley College of Education and Leadership. The registrar makes these notations on the student‘s academic record and awards the appropriate credits.

KAM Policies and Processes

KAM Registration Policies

Doctoral programs that require Knowledge Area Modules (KAMs) use a **continuous enrollment model**. When students first enroll in these programs, they are registered for a foundation course in graduate education. 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 SBSF 7100, 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 SBSF 7100 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 SBSF 7100.

While providing students with the flexibility to advance at their own pace, the university expects that they will work continuously on their program requirements, making progress each quarter. Students are required to make an academic plan for each quarter, which is approved by the faculty mentor and evaluated at the end of the term to assure that students are making academic progress. The bursar‘s office bills students each term for SBSF 7100 at the relevant tuition rate.

KAM Assessor Policies

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

The following policies apply to assessor selection and assignment:

- Faculty mentors serve as the assessors for the first KAM undertaken by students.

- 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 assessor.
- KAMs V, VI, and VII require assessors affiliated with the student‘s academic program. To have an instructor from another program serve as an assessor, students must gain approval from their associate dean or the associate dean‘s designee.
- Exceptions to these policies are at the discretion of program leadership.

Learning Agreements and KAMs may be reviewed by the associate dean of the relevant school, if appropriate.

When working with an assessor who is not the faculty mentor, the student submits all drafts and final documents to the assessor as an e-mail attachment and to the faculty mentor through the ―Submit LAs and KAMs” area of the SBSF 7100 - Research Forum.

Selecting an Assessor

For the initial KAM demonstration, the faculty mentor serves as assessor. Students may choose KAM I, II, or III for their initial KAM demonstration. Specialization KAMs may also be taken in any order. For subsequent KAM demonstrations, students choose the assessor. When choosing subsequent assessors, students may want to consult their faculty mentor or the specialization coordinator 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 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.
- The Learning Agreement must be presented in the format indicated by the Learning Agreement template.

- 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” area of the SBSF 7100 - Research Forum and via an email 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 an evaluation form and/or any additional comments and questions to the student so that the Learning Agreement can be revised and resubmitted.
- If the assessor approves the Learning Agreement, the assessor submits the Learning Agreement and the associated evaluation form to the registrar, with a copy to the student.

Notification of Acceptance of the Learning Agreement by the University

The registrar‘s office documents the final ratification of Learning Agreements and notifies students, assessors, and faculty mentors by e-mail within 21 calendar days of receipt of the approved version of the Learning Agreement and the associated evaluation form.

KAM Demonstrations

Prior to the submission of any KAM demonstration, students must have an approved Learning Agreement on file in the registrar‘s office. Students are responsible for ensuring their Learning Agreements have been approved prior to developing their KAMs. KAM demonstrations submitted without an approved Learning Agreement on file will be returned to the student.

Submission and Evaluation of a KAM Demonstration

1. The KAM must be presented in the format indicated by the KAM template.
2. Students send the initial drafts of their KAM demonstration to their assessor. Students must submit their KAM demonstrations for evaluation electronically as a Word document, either via the ―Submit LAs and KAMs” area of the SBSF 7100 - Research Forum (if the assessor is also the student‘s faculty mentor) or as an e-mail attachment.
3. An assessor is allowed 14 calendar days to evaluate a KAM demonstration from the time of its receipt.
4. If the assessor determines changes are necessary to the KAM demonstration, the assessor electronically returns an evaluation form and/or any additional comments and questions to the student so that the KAM demonstration can be revised.
5. Students revise their draft KAM demonstrations as needed and resubmit the KAM demonstrations to their assessor.
6. If substantive changes have occurred to the approved Learning Agreement while a student has been working on the KAM demonstration, then at the same time that the final

KAM demonstration is submitted, the student must also submit a revised Learning Agreement.

7. All final KAM demonstration documents should also be submitted to the Turnitin database via the Turnitin submission process in SBSF 7100. 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.
8. If the assessor approves the student‘s KAM demonstration, the assessor submits the evaluation form and the completed KAM indicating approval to the registrar, with a copy to the student.

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 7 calendar days. Students are encouraged to check with Academic Advising to verify that KAM credit has been applied to their transcript and degree audit.

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.

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

Capstone Research: Master's Thesis

Thesis Committee Chair Roles and Assignment Process

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

Role of Thesis Supervisory Committee Chairperson

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

Nomination of the Thesis Chair

Students begin the thesis phase of their program when they nominate a committee chairperson. Visit the Thesis Process web page and see the *Committee Nomination* form.

The form must be completed and submitted to the chosen faculty member. The faculty member then submits the form to thesis@waldenu.edu. The Office of Student Research 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.

Thesis Completion Process

Once a thesis chair has been assigned and approved, students will proceed through the following steps as they complete their thesis.

Step	***Items to Be Completed***
Prospectus	The prospectus is a brief document that provides preliminary information about a student's thesis. The prospectus helps students organize, delineate, and make decisions regarding their theses and appropriate research style. It is submitted simultaneously with the committee nomination forms to the Office of Student Research Administration (thesis@waldenu.edu) and the student's tentative (i.e., non-approved) chair. For more information visit our Thesis Process page and see "Thesis Prospectus."
Proposal (for proposal-only theses, skip to Completed Thesis URR)	The proposal comprises the first three chapters of a five-chapter thesis. These chapters establish the rational for conducting the study and describe the design and methodology it will utilize.
Proposal University Research Review	Once the chair is satisfied that the first three chapters of the thesis meet all of the requirements specified in the appropriate rubric (see the Thesis Rubrics on the Thesis Process web page), the chair will submit the proposal to thesis@waldenu.edu for review. The student's URR reviewer will review the proposal using the thesis rubric, and will either approve the proposal, which enables the student to set up an oral conference, or return the proposal with a set of required revisions.
Proposal Oral Conference	Following URR reviewer approval, the student will present the proposal to the chair and second member via a teleconference scheduled with the Office of Student Research Administration (OSRA). For more information on this step, see your *Thesis Guidebook* and visit the Walden Research Center web page.

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 Thesis	Following IRB approval, students collect, analyze, and report their findings, and complete the remaining chapters or sections of their thesis.
Completed Thesis URR	Once the chair is satisfied that the abstract and full thesis meet all of the requirements specified in the appropriate rubric, the chair will submit the thesis for review. For instructions on submission of a completed capstone for URR, visit the Thesis Process web page.
Form and Style Review	Upon approval of the completed thesis by the student's URR reviewer, the document will be submitted to a Form and Style (F&S) editor for an F&S Review, a final check for errors in APA style, spelling, grammar, punctuation, and related issues.
Complete Thesis Oral Conference	Following F&S approval, the student will present the thesis to the chair via a teleconference scheduled with the OSRA. The oral conference is a formal discussion of the scholarly content of the thesis followed by an evaluation of the student's thesis. For more information on this step, see your *Thesis Guidebook* and visit the Walden Research Center web page for further step-by-step guidance.
Final URR Review	After successful completion of the oral and committee approval of the thesis, the chair forwards the final document along with the consensus rubric to the URR reviewer for review while copying thesis@waldenu.edu. At this time, the URR reviewer conducts a final review to make sure all methodological, content, and writing issues have been addressed. *In addition, the URR reviewer reviews the abstract to make sure it meets university guidelines.*
Chief Academic Officer Review	When approval from the URR reviewer has been received, the OSRA will send the abstract of the thesis to the university Chief Academic Officer (CAO) or designate. Upon CAO approval, the thesis is officially completed.

Capstone Research: Dissertation or Doctoral Study

Doctoral Committee Member Roles and Functions

Faculty members in Walden University doctoral programs who accept the duty of serving on a dissertation or doctoral study committee assume a dual responsibility of high importance. One

part is service to their students; the other is service to the academic practice, discipline, and professional field to which the dissertation is related. For the first part, expectations concerning the faculty service to be performed are determined by students‘ needs, and by university academic policy pertaining to how these needs are to be addressed. For the second, expectations are set both by university academic policy and by policies and practice that frame acceptable work in the discipline and professional field at large.

The committee‘s guidance to students will be ~~“t~~eam 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 "URR Steps for Dissertation/Doctoral Students."

Selection and Appointment of Committees

Chairs and Second Members

Ph.D. Committees: Chairs and committee members in Ph.D. programs will be selected by students with assistance from their program and the Center for Research 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, Ph.D. students must have their committees approved. This requires the student to complete the *Request for the Appointment of the Dissertation Supervisory Committee* form. Visit the 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: Ed.D., D.B.A., and D.N.P.**

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.

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 URR	After the chair and second member are satisfied that the abstract and full capstone meet all of the requirements specified in the appropriate rubric, the chair will submit the complete document for review. For instructions on submission of a completed capstone for URR, see the Walden Center for Research Quality web page and download the *URR Request Form*.
Form and Style	Upon approval of the completed capstone by the student's URR member, the document will be submitted to the Writing Center for a

Review	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.

Final Projects

Final Projects: B.S. in Instructional Design and Technology ePortfolio

As a B.S. in Instructional Design and Technology degree requirement, students must complete an ePortfolio. This ePortfolio will include assignments that align with required program outcomes and will be submitted and evaluated throughout the students‘ program. Students will not receive their B.S. in Instructional Design and Technology degree until the ePortfolio has been completed and approved. Should any submitted portfolio artifact be judged as one that ―needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students‘ permanent records at Walden University.

Components of the ePortfolio

- Culminating capstone project
- Portfolio sections based on the B.S. in Instructional Design and Technology program outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization

- Supplementary evidence to document having met an outcome *(optional)*

Final Projects: Master of Healthcare Administration ePortfolio

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

Components of the ePortfolio

- Culminating capstone project
- Portfolio sections based on the Master of Healthcare Administration program outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome (*optional*)

Final Projects: Master of Public Health ePortfolio

As a final Master of Public Health (MPH) requirement and in order to synthesize the practicum experience and the accompanying learning, students are required to satisfactorily complete an ePortfolio based on their field experience. The final ePortfolio must report elements of the practicum (outlined in PUBH 6636) and reflect proper completion of all products listed in the Learning Agreement document. Students must have instructor approval of the ePortfolio in order to graduate. The ePortfolios are filed as part of students' permanent records at Walden University.

Components of the ePortfolio

- Description of the practicum experience
- Product descriptions and artifacts for each product of the Learning Agreement
- Reference Section (references used in developing materials for the practicum)
- Essential documentation (student résumé, timesheets, preceptor portfolio completion sign-off)

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: M.S. in Adult Learning ePortfolio

As an M.S. 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 M.S. 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 M.S. 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: M.S. in Clinical Research Administration ePortfolio

As a final M.S. in Clinical Research Administration degree requirement, students must complete an ePortfolio. This ePortfolio will include specific assignments that align with required program outcomes and will be submitted and evaluated when students complete the program. Students will not receive their M.S. in Clinical Research Administration degree until the ePortfolio has been submitted and approved. Should a submitted portfolio be judged as one that ―needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students‘ permanent records at Walden University.

Components of the ePortfolio

- Culminating capstone project
- Portfolio sections based on the M.S. in Clinical Research Administration program outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome *(optional)*

Final Projects: M.S. in Early Childhood Studies ePortfolio

As an M.S. in Early Childhood Studies degree requirement, students must complete an ePortfolio. This ePortfolio will include assignments that align with required program outcomes and will be submitted and evaluated throughout the students‘ program. Students will not receive their M.S. in Early Childhood Studies 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 students‘ permanent records at Walden University.

Components of the ePortfolio

- Culminating capstone project
- Portfolio sections based on the M.S. in Early Childhood Studies program outcomes

- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome *(optional)*

Final Projects: M.S. in Health Informatics Scholarly Project

All M.S. in Health Informatics students must successfully complete HINF 6960 in their last semester. The course provides an opportunity for students to synthesize the practicum experience and the accompanying learning. Students will also complete an ePortfolio based on their field experience, as well as a substantive written scholarly paper or project.

Final Project: M.S. in Education ePortfolio

As an M.S. in Higher Education degree requirement, students must complete an ePortfolio. This ePortfolio will include assignments that align with required program outcomes and will be submitted and evaluated throughout the students‘ program. Students will not receive their M.S. in Higher Education 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 students‘ permanent records at Walden University.

Components of the ePortfolio

- Culminating capstone project
- Portfolio sections based on the M.S. in Higher Education program outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome *(optional)*

Final Projects: M.S. in Instructional Design and Technology ePortfolio

As an M.S. in Instructional Design and Technology degree requirement, students must complete an ePortfolio. This ePortfolio will include assignments that align with required program outcomes and will be submitted and evaluated throughout the students‘ program. Students will not receive their M.S. in Instructional Design and Technology degree until the ePortfolio has been completed and approved. Should any submitted portfolio artifact be judged as one that ―needs revision," the student will have an opportunity to modify it to meet the criteria. The portfolios will be filed as part of students‘ permanent records at Walden University.

Components of the ePortfolio

- Culminating capstone project
- Portfolio sections based on the M.S. in Instructional Design and Technology program outcomes
- Portfolio artifacts and rationale statements for each outcome in the specialization
- Supplementary evidence to document having met an outcome *(optional)*

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.

Final Projects: Education Specialist (Ed.S.)

Final Projects for the Education Specialist (Ed.S.) in:

- Administrator Leadership for Teaching and Learning
- Adult Education
- College Teaching and Learning
- Curriculum, Instruction, and Professional Development
- Early Childhood

- Leadership for Social Change in Education
- Reading and Literacy Leadership
- Special Education
- Teacher Leadership

The capstone concludes the Education Specialist (Ed.S.) program by providing a practical application of students‘ learning. Working in a consultative role as a school or district professional, the student will engage in a real-world problem-solving project within their work environment. The capstone will consist of 1) identifying an issue of concern, 2) conducting a scholarly review of literature, 3) analyzing the literature and articulating how valid and reliable research findings (from the literature review) address the issue of concern, 4) composing scientific research-based interventions or recommendations that address the issue of concern, and 5) reflecting on the capstone project.

Note: Students should see the Education Specialist (Ed.S.) Program Guide for full information on the capstone project and process.

Final Projects: D.B.A. 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 (D.B.A.) program, is a scholarly response, based in research and theory, to a business-related problem.

At a more detailed level, the doctoral study is grounded in scholarly content, includes a problem definition, reviews previous literature, and provides theoretical perspectives. It is guided by rubrics and supportive of practitioner-researchers‘ development. It is required to address Walden‘s social change mission, adhere to all Walden guidelines and processes, and demonstrate doctoral-level work in command of writing and APA style, critical thinking, and competence in research design.

The doctoral study includes the following sections:

- Section One: Foundation for the Study
- Section Two: The Project
- Section Three: Applications to Professional Practice and Implications for Changes

Doctoral Study Timing

All doctoral students beginning their D.B.A. program will take DDBA 8005 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 D.B.A. 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 D.B.A. program are dedicated to the doctoral study. Once students initially register for DDBA 9000, with their supervisory committee chair, they will be continuously enrolled in the same course until the doctoral study is formally approved by the chief academic officer. 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 D.B.A. degree is awarded upon successful review at both levels. Please see the Center for Quality Research website for further details of the review processes.

Registering for Doctoral Study Credits

Registration for doctoral study credits (DDBA 9000) takes place during the regular course registration period. Students earn a total of 20 semester credits for the doctoral study. Additional semesters needed for completion of the doctoral study do not earn credit.

For more details about the doctoral study, refer to the doctoral study portion of the Center for Quality Research website and the Doctoral Research Sequence of this *Walden University Student Handbook*.

Final Projects: Ed.S. in Educational Technology Capstone Project

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

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

Final Projects: Ed.D. Capstone: Project Study

The doctoral capstone demonstrates a student‘s skill and ability to examine, critique, research, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In this sense, the Ed.D. capstone is not a traditional doctoral dissertation; rather, the project study aims directly at the improvement of educational practice in the day-to-day environments where educational leaders work. The project study provides the educational leader with a new product to improve teaching or learning in a designated community of practice. The project study is context-based within the organizational setting and linked to social change.

For more details about the doctoral study, refer to the doctoral study portion of the 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 Ed.D. program are dedicated to the doctoral study. Registration for doctoral study credits (EDUC 8090) takes place during the regular course registration period. Once students initially register for 8090, with their supervisory committee chair, they are automatically registered for the course until the doctoral study is formally approved by the chief academic officer. Students earn a total of 12 semester credits (i.e., 2 semesters of 6 credits per semester) for the doctoral study. Additional credits for EDUC 8090 are not reflected in the overall credit requirements needed for graduation, but these additional credits will appear on the transcript. All courses and the residency must be completed prior to registration in EDUC 8090.

Final Projects: Dissertation

The final phase of study for Walden Ph.D. students begins with the preparation of a dissertation proposal, which is affirmed in an oral presentation and then followed by the execution of a research study. Walden does not favor any particular research approach or methodology, but does require that the dissertation reflect a high level of conceptual manipulation and contribute original knowledge to the field. Through the dissertation, students demonstrate their knowledge of research design and their ability to interpret research findings, both orally and in writing.

For more details on the dissertation, refer to the dissertation 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 Ph.D. students to participate in a learning platform classroom. Students need to complete the process by the close of business (5 p.m. Central time) on the final business day of the quarter in which they intend to graduate. Completing the process means that the dissertation has received final approval from the chief academic officer of the university.

The following table can be used to plan the final months of the dissertation process, based on the quarter in which the student intends to graduate.

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

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

Registering for Dissertation Credits

Students enrolled in a KAM-based program will automatically be placed in SBSF 7100 - Research Forum with the chair of their dissertation committee. They will remain registered in SBSF 7100 for the duration of their dissertation process. The registrar‘s office will assign the appropriate dissertation credits when the final academic audit is complete.

Students enrolled in a course-based and some mixed-model programs must register for a total of 30 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.

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 (M.A.T.)

Endorsement Programs

- Special Education Endorsement Programs

Master's Degree Programs

- M.S. in Adult Learning
- M.S. in Early Childhood Studies
- M.S. in Education (with the exception of the specialization in Educational Leadership)
- M.S. in Higher Education
- M.S. in Instructional Design and Technology

Education Specialist (Ed.S.) Programs

- Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning
- Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development
- Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program
- Education Specialist (Ed.S.) in Educational Technology
- Education Specialist (Ed.S.) in Teacher Leadership

Doctoral Programs

- Doctor of Education (Ed.D.) in Administrator Leadership for Teaching and Learning
- Doctor of Education (Ed.D.) in Teacher Leadership

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.

Walden offers several Undergraduate Minors.

Student Support Services

Academic Advising Team

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

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

Additionally, they provide developmental advising to assist students with academic planning, clarification of academic and university policies, and monitoring of each student‘s degree progress. Academic advisors work closely with faculty members to support the satisfactory progress of students and to assist in resolving academic issues for students and faculty members. Academic Advising can be reached by dialing 1-800-WALDENU (1-800-925-3368). Advisors are available Monday through Friday, 7 a.m. to 7 p.m. Central time.

Academic Integrity and Student Affairs

The Academic Integrity and Student Affairs unit provides interpretation and clarification of the student responsibilities associated with the Code of Conduct. The associate director of Academic Integrity and Student Affairs provides general support and assistance relating to academic integrity and conduct issues to both students and faculty.

One key component of this area is to develop, review, and implement university policies and procedures relating to academic integrity and student conduct.

Working closely with the Walden ombudsperson to provide faculty members and staff with current policy and procedural information is essential to ensure equality and fairness for all students.

Academic Residencies

As part of Academic Affairs, Academic Residencies coordinates all university residencies and answers questions related to academic residency policies, locations, dates, and reservation procedures.

Admissions

The Office of Admissions tracks students who need to satisfy their conditional admission status. The admissions staff members also complete transfer-of-credit evaluations for students before and during matriculation of their programs.

The Office of Admissions can be reached at 1-877-588-5595.

Alumni Relations

The Office of Alumni Relations strives to foster an established and lasting relationship between Walden University and its alumni by providing enhanced communications, professional development, benefits and services, and volunteer opportunities, to produce lifelong learning opportunities, sustain communication, and foster a community dedicated to social change.

For more information, students can contact the alumni office at alumniassociation@waldenu.edu or 1-877-235-3561.

Bursar

The Office of the Bursar responds to questions on tuition and billing and handles student loan disbursement and refunds.
E-mail: bursar@waldenu.edu.
Phone: 1-800-444-6795.

Center for International Programs

Walden University's Center for International Programs 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. Through Walden's exclusive international student support services and commitment to the diversity of the student body and academic leadership, Walden University is dedicated to each student's success.

International students at Walden are students who are:

- Citizens of any nation other than the United States (who are residing outside the United States)
- Serving in the U.S. military overseas
- U.S. citizens living overseas

No matter where students live, they are integral to the fabric that makes Walden University the diverse higher learning institution it is today. The university wants to ensure that all students have all the information they need to be successful during their studies at Walden.

Orientation

A Virtual Community for International Students: eCommunity

Walden has created the eCommunity so that students can communicate with other international students enrolled at Walden who reside in different regions of the world. This is a space for

students to share ideas and create a sense of camaraderie with other international students. Any student who has not received an invitation to be added to this virtual community should contact the Center for International Programs at cip@WaldenU.edu.

Social and Professional Networking at Walden

Connecting online is important to the Walden community and to the impact it has on the world. To support and enhance the dialogue within Walden, students, staff, and faculty members have built several online communities. These communities make it easy for students to find an answer, share a hypothesis, join a discussion, express themselves, and stay in touch with fellow students.

Connect with the Walden community via the following sites:
www.facebook.com/WaldenU

www.linkedin.com/groupInvitation?gid=30800

www.youtube.com/user/WaldenUniversity

www.twitter.com/WaldenU

Student Assistance Programs

Because the university understands the needs of adult learners, Walden University has 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 the student‘s 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

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Internationalization

Walden University believes 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 UVM, Walden's partner university in Mexico, 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 professors, 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, a student 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

After Walden

Jobs and Careers

Although not endorsed by Walden, the following sites pertain to jobs and career opportunities:

- **International Job Opportunities** www.rileyguide.com/internat.html
- **Negotiating Your Salary** www.salarynegotiations.com
- **Returning Home Relocation Services** www.americasrelocationhomeservices.net

International Alumni

- **Walden Alumni Portal** www.MyWaldenAlumni.com
- **Walden Alumni Magazine:** www.WaldenU.edu/About-Us/32068.htm

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**

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

Student Success Courses

The Academic Skills Center in the Center for Student Success offers several non-degree 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
- Communications and Teamwork in a Global Society
- Graduate Writing for Non-Native English Speakers
- Graduate Writing: Evaluative and Persuasive Composition Skills
- Succeeding on Professional and Academic Exams
- Effective Assignment 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 A Practical Course in APA Style and Skills for Academic Integrity. Course length varies depending on the program and specific course. Descriptions of all Student Success courses appear in the *Walden University Catalog*.

Career Services

The Career Services Center offers resources and advice to help Walden students proactively develop and manage their careers. Students can initiate career advising by attending a weekly group advising webinar to orient themselves to the Career Services Center or by scheduling an individual 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 Walden Career Services Center also offers online tools for self-knowledge; an extensive directory of resources for job opportunities, professional associations, and career information; templates and advice for résumé and curriculum vitae development; and strategies for networking and interviewing. The staff maintains a Career Services blog featuring student success stories and delivers live, monthly 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. Archived webinars include: online social networking, crafting an effective résumé, starting a small business, navigating the Federal hiring process, and other hot topics. All students and alumni are invited to join the Walden University Career Services Center LinkedIn group to 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), ext. 1399.

Library

The Walden University Library is a fully online library. Walden's librarians help students to identify, locate, and obtain scholarly materials. They also work with students to improve their research skills in the electronic information environment.

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: 1-800-930-0914

Electronic Resources

The Walden University Library provides a number of electronic scholarly resources for students' use. The library contains more than 151,358 electronic books and more than 56,087 full-text journals. Thoreau, the library's multidatabase search tool, provides a way for students to search most of the library's resources at once. The library's 104 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 Service

The Walden Library provides reference service via phone (1-800-930-0914) and online web mail form.

Reference hours (Eastern time) are

- Monday–Thursday: 8 a.m. to midnight.
- Friday: 8 a.m. to 6 p.m.
- Saturday–Sunday: noon to midnight.

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 webinars each month that can help students improve their searching skills. The current schedule and an archive of recorded past session can be accessed here.

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 dedicated to helping students become better writers by providing exemplary writing instruction, feedback, and resources for students and faculty, with the goal of increasing student retention and improving the quality of Walden research.

The Writing Center offers one-on-one paper reviews, paper templates, interactive resources, webinars, and more. In addition to these student-facing resources, faculty members have access to the center's faculty toolbox, a support site designed to assist instructors in their work with students and their writing.

One-on-One Paper Reviews

One-on-one, asynchronous paper reviews are available to all students currently enrolled in Walden, and the scheduling system necessary to manage this service is accessible via the students' *M\myWalden* portal. Students can expect to receive comprehensive feedback on APA, voice and grammar, and cohesion and flow within 48 hours of their submission.

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

Face-to-Face Residencies

Many Walden programs have required face-to-face components, where students physically attend 4- or 6-day sessions, usually in hotel/conference center or college campus environments. For students with disabilities, who often have chosen an online university for the very purpose of avoiding the mobility and/or travel requirements of a land-based institution; the face-to-face component presents the only disability-related challenge requiring accommodation. Walden has a history of providing extensive accommodations at Walden Residencies to students registered with Disability Services. Some of the accommodations provided have included:

- Renting equipment, such as electric scooters for mobility or Hoyer lifts for transportation from wheelchair to bed or bath.
- Absorbing the extra-person housing cost of personal care attendants. (Walden cannot pay for the travel costs of someone accompanying a student to provide personal care, but may pay for that person‘s housing.)
- Coordinating arrangements with nearby dialysis centers.
- Hiring local service providers, such as sight guides, sign language interpreters, or captionists.

Documentation of disability and communication about accommodations is managed in a confidential manner, and only with the permission of the student.

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.

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.

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

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, the eCampus 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 polices 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

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 XP/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

- Web browser (Internet Explorer ver. 8.0 or higher or Firefox ver. 9 or higher)
- Microsoft Office
- Adobe Reader ver. 10.1 or higher
- Adobe Flash Player ver. 11.1 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

Students enrolled in programs that require participation in academic residencies are encouraged to use a laptop or tablet computer for their work.

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.

E-mail Policy

- Walden University provides all students, faculty, and staff with a dedicated e-mail address for use in university-related communications. Users are required to check their e-mail regularly to ensure that they receive all communications from Walden.
- Students, faculty, and staff are required to use their Walden e-mail addresses when conducting university business.
- E-mail communications are subject to all applicable university policies. All e-mail sent by students to Walden must comply with Walden policies on proper e-mail communications as indicated in the Acceptable Use Policy section.
- The use of personal (i.e., non-Walden) e-mail addresses for any correspondence between Walden University and students is not authorized. Walden University faculty and staff should use only Walden e-mail accounts when communicating electronically with Walden students.
- It is highly recommended that students contact Walden using their Walden e-mail accounts only to assure proper attention is given to their requests.
- In the event a student does use his/her personal e-mail, Walden faculty and staff can respond to the personal e-mail, but should state in the e-mail that it is recommended students use their Walden e-mail accounts and that the response is also being sent to the student‘s Walden e-mail account.

Student Technology Responsibilities

- Student Responsibility for Technology Requirements
- 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.

Student Responsibility for Technology Backup Plan

Important Note: Students are responsible for a technology backup plan should circumstances dictate its use. Except in very unusual situations, grade changes, late assignments, tuition refund requests, and the like that are based on technology failure or on occurrences resulting in technology failure will not be considered.

- Students should develop in advance and then follow a backup plan for their computer and classroom information or data. Computer and/or hard disk failures do happen, and can result in a failed class, lost tuition, or simply a late assignment. Students are expected to ensure that they can continue to participate in class and also to complete assignments with minimal disruption to themselves or others.
- If the computer disruption is so serious that it may last longer than a few days, students need to contact either their faculty member or a member of the Academic Advising Team to get help so they can remain in the class.
- Hard Disks: Backup hard disks are readily available from retail outlets for well under $100. In addition, 4GB, 8GB, and other sizes of memory sticks are available for as little as a few dollars. Some Internet service providers (ISPs) allow storage on the Internet for free or for a nominal charge.
- The key is to actually use the backup device on a periodic basis—daily, weekly, or monthly.
- Computers**:** In the event of a computer failure, students should have a plan to use another computer, such as at a local coffee shop, Internet café, library, or a work location; with a friend or family member; or on a second or even third computer at home. Students should use an extra external hard drive or portable drive and take their backed up data to use on this computer.
- Emergencies**:** Students should have a plan for finding another computer in the event of an emergency such as a power failure, natural disaster, fire, burglary, or loss of access to one‘s home. As in the example above, students should use an extra external hard drive or portable drive and take their backed up data to use on this computer.
- Software**:** If another computer is needed in an emergency, that computer may not have the latest version of software available and thus may not be able to read a student‘s document.

  Tip: Store two versions of a document—one in the latest and one in the previous version of the application, such as in Word 2007 and Word 2003. For example, Word 2003 cannot open a document stored in Word 2007 format, and if the Word 2007 document is backed up and the backup computer has Word 2003 installed, the document will not be able to be read, modified, or printed.

Information Policies

Information Collection and Use

Walden University is the sole owner of the information collected on its site unless an agreement of shared ownership has been established. The university will not sell, share, or rent this information to others without prior consent of the user to whom that information pertains; provided, however, that Walden may share any information with its employees, independent contractors, affiliates, or agents who provide educational, technical, operational, or administrative products or services to or on behalf of the university.

Policies of Walden and its affiliate Laureate Education, Inc. regarding privacy, do-not-call requests, and use of intellectual property are described in the Legal Information section of this *Walden University Student Handbook*.

Security of Information

The university takes every precaution to protect users‘ information. When users are asked to enter sensitive information via the web (such as a credit card number or a Social Security number), that information is encrypted and is protected with Secure Sockets Layer (SSL) Web Server Certificates.

All reasonable efforts are made by the university to ensure that all information submitted electronically is secure from modification or deletion by anyone other than the responsible information provider. The university also takes steps to protect user information offline. Only those employees needing the information to perform a specific university-related job are granted access to personally identifiable information. The servers storing personally identifiable information are kept in a secure environment.

Nonetheless, all users acknowledge and agree that there is no expectation of privacy or confidentiality for documents and messages transmitted by or stored on university-owned equipment or systems. Without limiting the generality of the foregoing, users acknowledge that electronic records and documents, including 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 eCampus portal, or other University System, must be suitable for viewing or distribution to both the Walden community and potentially the rest of the world. In addition to the content standards contained in this AUP, users must also comply with academic content requirements contained elsewhere in this *Walden University Student Handbook*.

- **Copyrighted material** may not be posted without the written permission of the copyright holder. All materials found on the web should be assumed copyrighted unless a disclaimer or waiver is expressly stated. Quotations must be properly cited.
- **Licensed or trademarked material** may not be placed on the web without prior written consent from the owner.
- **Copyright and trademark violations** on the Internet are pervasive. It is always better to err on the side of caution. If unsure of the copyright or trademark status of any particular material, it is better to not copy and post that material.

- **Pictures and videos** may not be placed on the web without the written permission of the people in the picture or video. Every person has a right to privacy, which includes the right to restrict the use of her or his own image.
- Activity on the Walden network is permitted for business done on behalf of the university or its organizations. The university's computing and telecommunications facilities and services are to be used **for university purposes only** and not for the benefit of private individuals or other organizations.
- It is not permitted to run a **private 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.

Tuition, Payment Policies, and Financial Aid

Tuitions and Fees

Tuition, Payment Policies, and Financial Aid

Tuition and fees stated in this Walden University Student Handbook are for the 2012–2013 and 2013–2014 academic years for both quarter-based programs and semester-based programs and are subject to change. For the most up-to-date information, contact the bursar's office at bursar@waldenu.edu or 1-800-444-6795.

Semester-Based Programs

	2012–2013 Academic Year	***2013–2014 Academic Year (Effective May 6, 2013)***
Teacher Preparation Program Tuition (per semester credit hour)		
Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.)	$510	$525
Endorsement Program Tuition (per semester credit hour)		
Special Education Endorsement Program	$510	$525
Reading K–12 Endorsement	$490	$500
Master's Tuition (per semester credit hour)		
Executive Master of Business Administration	$1,650[j]	$1,650[j]
Master of Business Administration	$830[a]	$855[a]
Master of Healthcare Administration	$650[a]	$670[a]
Master of Information Systems Management	$810[a]	$835[a]
M.S. in Accounting	$840[a]	$865[a]
M.S. in Accounting and Management	$840[a]	$865[a]
M.S. in Adult Learning	$620	$640
M.S. in Clinical Research Administration	$720[a]	$760[a]
M.S. in Early Childhood Studies	$620	$640
M.S. in Education (except Educational Leadership and Administration specialization)	$485	$500
M.S. in Education with a specialization in Educational Leadership and Administration	$525	$525

(Principal Preparation Program)		
M.S. in Electrical Engineering[b]	$895	$895
M.S. in Health Informatics	$710[a]	$740[a]
M.S. in Higher Education	$620	$640
M.S. in Human Resource Management	$840[a]	$865[a]
M.S. in Instructional Design and Technology	$520	$535
M.S. in Leadership	$765[a]	$790[a]
M.S. in Management	$680	$720
M.S. in Project Management	$895[a]	$895[a]
M.S. in Software Engineering[b]	$895	$895
M.S. in Systems Engineering[b]	$895	$895
Education Specialist Tuition (per semester credit hour)		
Education Specialist (Ed.S.) 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	$795	$825[a]
Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program	$765	$765
Education Specialist (Ed.S.) Capstone Course (per course)[c]	$1,000	$1,000
Doctoral Tuition (per semester credit hour)		
Doctor of Business Administration (D.B.A.)	$845[a]	$880[a]
Doctor of Education (Ed.D.)	$795	$825
Doctoral Fees		
3-Day Residency[f]	$775	$795
4-Day Residency[f]	$1,090	$1,125
8-day Residency[f]	$2,070	$2,135
12-Day Residency[f]	$2,590	$2,665
In-Residence Supplemental Tuition ($830 per course)	$1,660	$1,660
Virtual Residency	$1,190	$1,225
Capstone (Dissertation/Doc Study) Intensives (4-day retreats)	$2,065	$2,125

Certificate Tuition and Fees (per semester credit hour)		
Post-Baccalaureate Certificate in Instructional Design and Technology	$520	$535
Graduate Certificate in Adult Learning	$620[a]	$640[a]
Graduate Certificate in Advanced Project Management	$895[a,g]	$895[a,g]
Graduate Certificate in Applied Project Management	$895[a,g]	$895[a,g]
Graduate Certificate in Clinical Research Administration	$720	$760
Graduate Certificate in College Teaching and Learning	$620[a]	$640[a]
Graduate Certificate in Curriculum, Instruction, and Assessment	$485[a]	$500[a]
Graduate Certificate in Developmental Education	$620[a]	$640[a]
Graduate Certificate in Early Childhood Administration, Management, and Leadership	$620[a]	$640[a]
Graduate Certificate in Early Childhood Advocacy and Public Policy	$620	$640
Graduate Certificate in Elementary Reading and Literacy	$485	$500
Graduate Certificate in Engaging Culturally Diverse Learners	$485	$500
Graduate Certificate in Enrollment Management and Institutional Marketing	$620	$640
Graduate Certificate in Higher Education Leadership for Student Success	$620	$640
Graduate Certificate in Information Systems	$725[a]	$750[a]
Graduate Certificate in Integrating Technology in the Classroom	$485	$500
Graduate Certificate in Online Teaching for Adult Educators	$620	$640
Graduate Certificate in Professional Development	$485	$500
Graduate Certificate in Science, Grades K–8	$485	$500
Graduate Certificate in Special Education	$485	$500
Graduate Certificate in Teacher Leadership	$485	$500

Graduate Certificate in Teaching Adults English as a Second Language	$620	$640
Graduate Certificate in Teaching Adults in the Early Childhood Field	$620	$640
Graduate Certificate in Teaching and Diversity in Early Childhood Education	$620	$640
Graduate Certificate in Teaching English Language Learners	$485[a]	$485[a]
Graduate Certificate in Teaching K–12 Students Online	$485	$500
Post-Master‘s Certificate in Adult Education	$795	$825
Post-Master‘s Certificate in College Teaching and Learning	$795	$825
Post-Master‘s Certificate in Nursing Education	$555[a]	$575[a]
Post-Master‘s Certificate in Nursing Informatics	$555[a]	$575[a]
Post-Master‘s Certificate in Nursing Leadership and Management	$555[a]	$575[a]
Post-Doctoral Bridge to Business Administration Certificate	$845	$880
Post-Doctoral Bridge to Management Certificate	$605	$625
Certificate Application Fee	$50	$50
Certificate Technology Fee	$150[k]	$150[k]
Other Fees		
Master‘s Application Fee	$50	$50
Ph.D. Application Fee	$50	$50
Technology Fee (per semester)	$150	$150
Adobe Web Premium CS5h	$389.95	$390.95
Support Courses[i] (per semester credit hour)		
A Practical Course in APA Style	$360	$360
Advanced Reading Strategies	$720	$720
Communications and Teamwork in a Global Society	$720	$720
Critical Thinking and Logic	$720	$720
Graduate Writing I: Evaluative Composition	$360	$360

Skills		
Graduate Writing II: Persuasive Composition Skills	$360	$360
Skills for Academic Integrity	$360	$360
Succeeding on Academic and Professional Exams	$720	$720
Writing a Literature Review	$1,080	$1,080

Quarter-Based Programs

	2012–2013 Academic Year	***2013–2014 Academic Year***
Bachelor's Tuition (per quarter credit hour)		
Fundamentals course MATH 0090	$50	$50
General education courses	$290	$300
Bachelor of Science in Nursing (BSN) Completion Program	$290	$300
B.S. in Accounting	$290	$300
B.S. in Business Administration	$290	$300
B.S. in Child Development (including Making Connections courses)	$290	$300
B.S. in Communication	$290	$300
B.S. in Computer Information Systems	$290	$300
B.S. in Criminal Justice	$290	$300
B.S. in Educational Studies	$290	$300
B.S. in Forensic Psychology	$290	$300
B.S. in Health Studies	$290	$300
B.S. in Healthcare Management	$290	$300
B.S. in Human Services	$290	$300
B.S. in Information Technology	$290	$300
B.S. in Instructional Design and Technology	$290	$300
B.S. in Interdisciplinary Studies	$290	$300
B.S. in Political Science and Public Administration	$290	$300
B.S. in Psychology	$290	$300
B.S. in Public Health	$290	$300

Accelerate Into Master's (AIM) Tuition (per quarter credit hour)		
5000-level Courses	$290	$295
Master's Tuition (per quarter credit hour)		
M.S. in Addiction Counseling	$440	$440
M.S. in Career Counseling	$440	$440
M.S. in Clinical Psychology	$440	$470
M.S. in Criminal Justice	$435[a]	$465[a]
M.S. in Criminal Justice Leadership and Executive Management	$435[a]	$465[a]
M.S. in Emergency Management	$435[a]	$465[a]
M.S. in Forensic Psychology	$445[a]	$470[a]
M.S. in Human Services	$400	$415
M.S. in Marriage, Couple, and Family Counseling	$400	$455
M.S. in Mental Health Counseling	$440	$455
M.S. in Nonprofit Management and Leadership	$445[a]	$445[a]
M.S. in Psychology	$445	$470
Master of Public Administration (M.P.A.)	$445	$445
Master of Public Health (M.P.H.)	$445[a]	$445[a]
Master of Public Policy (M.P.P.)	$445	$445
Master of Science in Nursing (MSN)--BSN Track		
Leadership and Management, Nursing Education, Nursing Informatics		$410[a]
Adult Gerontology, Family Nurse Practitioner		$555[a]
Master of Science in Nursing (MSN)--RN Track		
Leadership and Management, Nursing Education, Nursing Informatics		$410--Introductory course[a] $335--Foundations course[a] $410--Core and Specializaton courses[a]

Adult Gerontology, Family Nurse Practitioner		$555--Introductory course[a] $335--Foundations course[a] $555--Core and Specializaton courses[a]
Education Specialist (Ed.S.)		
Education Specialist (Ed.S.) in Assessment, Evaluation, and Accountability; Educational Technology; Leadership for Social Change in Education (per quarter credit hour)	$595	$615
Education Specialist (Ed.S.) Capstone Course (per course)[c]	$1,000	$1,000
Doctoral Tuition (per quarter credit hour)		
Doctor of Nursing Practice (DNP)	$760[a]	$775[a]
Ph.D. in Counselor Education and Supervision	$470	$485
Ph.D. in Education, KAM-Based (flat fee)	$4,760	$4,760
Ph.D. in Education, Mixed-Model (flat fee)	$4,760[d]	$4,760[d]
Ph.D. in Education, Course-Based	$595	$615
Ph.D. in Health Services, Course-Based	$505	$525
Ph.D. in Human Services, Course-Based	$530	$550
Ph.D. in Human Services, Mixed-Model or KAM-Based (flat fee)	$4,760	$4,760
Ph.D. in Management (formerly Ph.D. in Applied Management and Decision Sciences), KAM-Based (flat fee)	$4,760	$4,760
Ph.D. in Management (formerly Ph.D. in Applied Management and Decision Sciences), Mixed-Model[b] (flat fee)	$4,760	$4,760
Ph.D. in Management, Course-Based	$605	$625
Ph.D. in Psychology	$515	$540
Ph.D. in Psychology Professional Programs (Clinical/Counseling)	$485	$495
Ph.D. in Public Health[e]	$520	$520
Ph.D. in Public Policy and Administration,	$4,760	$4,760

Mixed-Model (flat fee)		
Ph.D. in Public Policy and Administration, Course-Based	$480	$525
Master's Fees		
6-Day Residency for M.S. in Career Counseling and M.S. in Marriage, Couple, and Family Counseling (2 residencies during the program) and M.S. in Mental Health Counseling[f]	$1,550 each	$1,595
Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program Fees		
3-Day Residency[f]	$775	$795
Doctoral Fees		
3-Day Residency[f]	$775	$795
4-Day Residency[f]	$1,090	$1,125
8-day Residency[f]	$2,070	$2,135
12-Day Residency[f]	$2,590	$2,665
In-Residence Supplemental Tuition ($830 per course)	$1,660	$1,660
Virtual Residency	$1,190	$1,225
DNP Field Experience	$760	$775
Internship (PSYC 8882) (per quarter credit hour); 12 credits over four terms, 3 credits per term	$615/$1,845 flat fee per term	$615/$1,845 flat fee per term
PUBH 5003 (optional)		$600
Certificate Tuition and Fees (per quarter credit hour)		
Organizational Psychology and Development Certificate to M.S. in Psychology	$445	$470
Graduate Certificate in Criminal Justice	$445	$465
Graduate Certificate in Government Management	$445	$445
Graduate Certificate in Nonprofit Management	$445	$445
Graduate Certificate in Homeland Security	$445	$445
Graduate Certificate in Public Management and Leadership	$445	$445
Graduate Certificate in Public Policy and Administration	$445	$445

Graduate Certificate in Strategic Planning and Public Policy	$445	$445
Post-Master‘s Teaching Online Certificate	$515	$540
Post-Doctoral Certificate in Assessment, Evaluation, and Accountability	$595	$615
Psychology Respecialization Certificates: Educational Psychology, Forensic Psychology, General Psychology, Health Psychology, Organizational Psychology, Social Psychology	$515	$540
Undergraduate Certificate in Homeland Security	$290	$300
Certificate Application Fee	$50	$50
Certificate Technology Fee	$110	$110
Bachelor‘s Application Fee (one time)	$50	$50
Master‘s Application Fee	$50	$50
Ph.D. Application Fee	$50	$50
Technology Fee	$110	$110
Support Courses[i] (per quarter credit hour)		
A Practical Course in APA Style	$360	$360
Advanced Reading Strategies	$720	$720
Communications and Teamwork in a Global Society	$720	$720
Critical Thinking and Logic	$720	$720
Graduate Writing: Evaluative and Persuasive Composition	$720	$720
Graduate Writing for Non-Native English Speakers	$720	$720
Skills for Academic Integrity (1 credit)	$240	$240
Succeeding on Academic and Professional Exams	$720	$720
Writing a Literature Review	$1,080	$1,080

Notes:

[a]Includes course textbooks and materials.

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

[c]Applies to all Education Specialist (Ed.S.) programs with the exception of Ed.S. in Educational Leadership and Administration (Principal Preparation Program).

[d]For the mixed-model format, each quarter is charged at a flat rate of $4,760 per quarter (for 2012–2013 and 2013–2014) until students complete all of their Foundations, Core, and Research courses; KAMs; and their first dissertation course, EDUC 9001. Students will be charged $2,380 per quarter (for 2012–2013 and for 2013–2014) for the remainder of their dissertation courses, EDUC 9001, until completing their program.

[e]Except for PUBH 5003, which is $600 per course and is optional.

[f]Fee does not include travel, food, lodging, and other miscellaneous expenses.

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

[h]Required for the M.S. and B.S. 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.

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

[j]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.

[k]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

Bursar Hold

After the start of a term, students who have an unpaid balance may have a hold placed on their records at the sole discretion of Walden.

Bursar hold prevents a student from registering for any future term until the outstanding balance is paid; the hold does not remove the student from current classes.

If a student with a bursar hold has withdrawn, and then seeks readmission to the university, the hold must be satisfied prior to readmission. Once the outstanding balance is paid, the hold can be removed by contacting the bursar‘s office.

Methods of payment include all approved payment arrangements, payment plans, guaranteed financial aid, and third-party sponsorship.

For additional information regarding acceptable methods of payment, students can contact the bursar‘s office directly at 1-800-444-6795 or at bursar@waldenu.edu.

Financial Suspension

Students failing to pay tuition and applicable fees greater than $350 within 60 calendar days past the due date will be financially suspended from the program.

Financial suspension results in the loss of all academic and student services, as the student is effectively withdrawn from the university. Students who have been financially suspended and want to be reinstated in the same term must contact the bursar and arrange for payment by the last business day of the term. Students who have been financially suspended and do not reinstate during the same term must apply for readmission before re-entering the program.

Students in course-based programs may not reinstate into any other courses after the 10th day of the quarter.

Students in KAM-based or KAM/course-based programs may not reinstate into the Foundation Research Sequence seminars.

Special Policies

Adding Courses (Course-Based Programs Only)

Students who add courses during the drop/add period must either have sufficient funds on deposit in their account or make payment arrangements with the bursar‘s office by the end of the drop/add period.

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 against commencement and processing fees, with any residual balance refunded to the student.

Final Quarter of Enrollment—Doctoral Programs in Psychology and Public Health or Master's Programs

Tuition for the final quarter of enrollment is prorated through the date the final thesis or dissertation is approved by the chief academic officer. Students who have not completed all degree and university requirements by the payment due date are required to pay the full tuition for the ensuing quarter. Any credit balance resulting from a prorating of the final quarter of tuition is applied against commencement and processing fees, with any residual balance refunded to the student. Students are required to submit their thesis or dissertation to their committee for forwarding to the form and style editor by the end of the 7th week of the quarter they intend to finish in order to be eligible for a full tuition prorating for the following quarter.

Refund Policies

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

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 percent of the term has passed, students have earned 100 percent of the federal financial aid disbursed to them.

Students withdrawing from all courses in the term prior to the completion of 60 percent 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

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
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% 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% 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 Tennessee or North Dakota residents. The Tuition Refund Schedules below are applicable for students residing in Tennessee and North Dakota, respectively.

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 thru 11	Day 12 thru 28	No Refund
Full Quarter (12 week)	84	Day 7	Day 8	Day 9 thru 21	No Refund
14-Week	98	Day 7	Day 8 thru 10	Day 11 thru 26	No Refund

10-Week	70	Day 7	Day 8	Day 9 thru 18	No Refund
8-Week	56	Day 7	Day 8	Day 9 thru 14	No Refund
6-Week	42	Day 7	Day 8	Day 9 thru 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

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
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

Financial Aid Programs

Federal Programs

Walden University is certified by the U.S. Department of Education as being eligible to participate in the Pell Grant program, the Federal Supplemental Educational Opportunity Grant (FSEOG) program, the Teacher Education Assistance for College and Higher Education (TEACH) Grant, and the Federal Direct Loan Program.

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

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Teacher Education Assistance for College and Higher Education (TEACH) Grant
- Federal Direct Loans
- Federal Graduate PLUS Loans
- Federal Direct Parent PLUS Loans
- Private Education Loans

- Financial Aid Application Process
- Leave of Absence
- Satisfactory Academic Progress Standards

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 the equivalent. Equivalency is calculated by adding together the percentage of the students‘ Pell eligibility received each year to determine whether the total amount reaches or exceeds 600%. If the student has reached or exceeded the 600% maximum, he or she will lose eligibility for additional Pell Grants beginning in the 2012–2013 school year. The Department of Education, using a standard needs-based formula established by Congress, determines student Pell eligibility. The Pell Grant range for the 2012–2013 award years (July 1, 2012, to June 30, 2013) is $575–$5,550. 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** with 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. 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 (Teacher Education Assistance for College and Higher Education) Grant Program is a non-need-based program that provides grants of up to $4,000 per year to graduate students enrolled in an eligible program, as defined by Walden University. Students 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 (or otherwise ceasing enrollment or losing eligibility). Graduate students may receive up to 2 years of grant funding for a total of $8,000.

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.

If a student awarded a TEACH Grant either (1) fails to complete the teaching service obligation, (2) ceases enrollment in an eligible program for which the TEACH Grant was received, or (3) does not meet any other requirement as defined by the Department of Education, his or her grant

will convert into a **Federal Direct Unsubsidized Loan** (Direct Unsubsidized Loan), with interest accrued from the date the grant was disbursed.

It is the student‘s responsibility to understand all requirements and rules for the TEACH Grant Program.

Federal 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. The interest rate is 3.4%.

Federal Direct Subsidized Loan Changes effective July 1, 2012.
Note: For any Direct Subsidized Loan that is first disbursed between July 1, 2012, and July 1, 2014, students will be responsible for paying any interest that accrues during their grace period. If students choose not to pay the interest that accrues during their grace period, the interest will be added to their principal balance.

Federal Direct Unsubsidized Loans require that the student pay the accruing interest while enrolled in school, unless the student arranges 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. Unsubsidized loans will carry an interest rate of 6.8% for undergraduate and graduate students.

Both the subsidized and unsubsidized loans have a 1% loan origination fee deducted from each disbursement of the loan.

Students typically have a 6-month repayment grace period after graduating, leaving school, or dropping below half-time status. After this time, payments must be made. During the grace period, interest is not charged on subsidized loans but continues to be charged on unsubsidized loans. Payments are usually due on a monthly basis. Borrowers with a subsidized loan first disbursed on or after July 1, 2012, will not be eligible for an interest subsidy during the 6-month grace period.

Creditworthiness is not a requirement to obtain a Direct Loan. 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.

As a result of recent federal changes, borrowers should be aware of the new requirements for the loan program. Most of these changes are **effective with the 2012–2013 school year (July 1, 2012, through June 30, 2013).** To find out more information, please visit http://studentaid.ed.gov/PORTALSWebApp/students/english/recentChangesSA.jsp.

Entrance Counseling

First-time borrowers are required to complete Direct Loan Entrance Counseling prior to receiving the first disbursement of a Direct Loan. Counseling is completed online at www.studentloans.gov and helps students understand their rights and obligations as student loan borrowers. Loan counseling must be completed before students can receive loan funds.

Exit Counseling

To help students manage their student loans after graduation, federal regulations also require completion of exit loan counseling, available online at www.studentloans.gov.

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

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 Students: Direct Loan Maximums (Through June 30, 2012)

***Important:* as of July 1, 2012, all Direct Loans for graduate students will be unsubsidized.**

Time Frame	***Graduate (Master's, Ed.S., Doctoral, Post-Doctoral, Graduate Certificate) Students***	***Teacher Preparation Students or Endorsement Students Who Do Not Choose the M.S. Degree Option***		***Students Enrolled in Preparatory Courses for the Master of Science in Nursing (MSN)***	
		Dependent Students	***Independent Students***	***Dependent Students***	***Independent Students***
Per Academic Year	$20,500—Only $8,500 of this amount may be in subsidized loans.	$7,500—Only $5,500 of this amount may be in subsidized loans.	$12,500—Only $5,500 of this amount may be in subsidized loans.	$7,500—Only $5,500 of this amount may be in subsidized loans. ***Note:*** *Students are eligible for this loan for one consecutive 12-month period.*	$12,500—Only $5,500 of this amount may be in subsidized loans. ***Note:*** *Students are eligible for this loan for one consecutive 12-month period.*
Lifetime Maximum Total Debt From Direct Loans	$138,500—Only $65,500 of this amount may be subsidized loans. ***Note:*** *The graduate debt limit includes Stafford Loans and Direct Loans received for undergraduate study.*	$31,000—Only $23,000 of this amount may be subsidized loans.	$57,500—Only $23,000 of this amount may be subsidized loans.	$31,000—Only $23,000 of this amount may be subsidized loans.	$57,500—Only $23,000 of this amount may be subsidized loans.

Federal Student Loan Repayment Plans

Federal Direct and Stafford Loans offer six 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 https://studentloans.gov.

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.

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’s 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.

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. 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.
- **Graduate** student annual borrowing maximum is $8,500 through June 30, 2012. All graduate student loans will be unsubsidized for loan periods that begin 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 (less Direct Subsidized Loan eligibility through June 30, 2012).
- **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.

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 at a prior institution 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.

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. The interest rate is 7.9% for Direct Graduate PLUS (GradPLUS) Loans. GradPLUS Loans carry a fee of up to 4% that may be deducted from the loan disbursement. Students can defer payments while in school and there is no early payment penalty. Interest accrues while the student is in school and may be paid or added to the principal at repayment.

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 Direct PLUS Loans is 7.9%. A federal loan fee of up to 4% may be deducted from the loan disbursement. 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.

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 Department of Education‘s Office of the Ombudsman for student loan issues is available. An ombudsman resolves disputes from a neutral, independent viewpoint. The Federal Student Aid Ombudsman will informally research a borrower problem and suggest solutions to resolve the problem. Student borrowers can contact the department‘s Office of the Ombudsman via the following:

Online assistance: **www.ombudsman.ed.gov**

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

Private Education Loans

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	Fixed	Usually variable
Loan Fees	Direct Loan: up to 1% PLUS/GradPLUS: up to 4%	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.finaid.org/loans/privateloan.phtml. 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 following documents:

Self-Certification Form

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

Final Disclosure and Right-to-Cancel Period

After a student signs the promissory note, the Final Disclosure Statement confirms the terms and conditions of the student's loan. At the time that this final disclosure is delivered, the student's "right-to-cancel" period begins. During this period of 3–6 days, the student may cancel the loan by contacting the lender. The lender cannot release the first disbursement of the loan funds until the end of the right-to-cancel period.

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.

Financial Aid Application Process

Applying for federal financial assistance is a two-part process consisting of (1) application and notification of eligibility, and (2) completion of the Master Promissory Note (MPN), entrance counseling, and online Financial Aid Data Request (FADR) information. This process takes approximately 2–4 weeks from the initial application through the receipt of funds. Students are strongly encouraged to begin the application process at least 8 weeks prior to the beginning of their start date or renewal date to ensure the following deadlines are met.

The **Free Application for Federal Student Aid (FAFSA)** should be submitted at least 4 weeks prior to the student‘s effective start date, as well as prior to each subsequent loan renewal date.

A fully executed MPN, entrance counseling, and online FADR must be on file in the financial aid office no later than 14 calendar days after the student is notified of the award.
The 2011–2012 FAFSA is for award periods from June 1, 2011, through May 31, 2012. The 2012–2013 FAFSA is for award periods that begin on or after June 1, 2012.

New for 2012–2013: Walden University strongly suggests that all students who are eligible and who filed a 2011 federal tax return use the IRS Data Retrieval tool when filling out their 2012–2013 FAFSA on the Web. This process may expedite the verification and awarding process beginning on or after June 1, 2012.

Note: **Walden University's Title IV code is 025042.**

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 2011 Federal Tax Return use the IRS Data Retrieval tool when filling out their 2012–2013 FAFSA on the Web. This process may expedite the verification and awarding process. Students who do not use the IRS Data Retrieval tool or who change the data imported from the IRS may be selected for verification by the U.S. Department of Education. The U.S. Department of Education and/or Walden University may also randomly select students for verification or may select students on the basis of predetermined criteria. Students selected for verification may be required to submit additional information. New federal regulations state that for the award year 2012–2013, schools are no longer allowed to accept personal tax returns for verification purposes.

Financial aid awards cannot be determined until verification is complete. Failure to complete the verification process by the end of the period of enrollment may result in a student‘s inability to use federal financial assistance for that award year. Students who intentionally misreport information and/or alter documentation for the purposes of increasing aid eligibility or fraudulently obtaining federal funds will be reported to the U.S. Department of Education Office of the Inspector General or to local law enforcement officials.

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. 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:

- Proof of Social Security number
- Proof of legal name
- Proof of date of birth
- Proof of citizenship

- Proof of registration with the Selective Service
- Official IRS tax return transcript (personal copies of tax returns are not accepted for 2012–2013)
- 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

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

New students: Award notifications will be made to students with completed financial aid files. However, Walden cannot process the student's financial aid until all official transcripts are received by the Office of Admissions.

Current students: If students are beginning a new Walden program within a term after completing a Walden program, financial aid for the new program cannot be disbursed until the degree/certificate is conferred by the Office of the Registrar.

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 disburse for the term. Delays can occur that are outside of the control of the OFA. For example, a student may not be able to obtain timely third-party documentation, such as Selective Service letters, overlapping financial aid forms, official transcripts, and Graduate PLUS endorsers.

Financial Aid Notifications

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 email (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.

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.

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 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 one day after the student‘s start quarter/semester 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.

When processing an overlapping loan period Walden will cap the total loan at 1/3 of a student‘s annual loan limit, per semester of quarter (in 2012–2013, 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 as three 12-week quarters or three 16-week semesters.

Enrollment Policy

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: 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.

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, they cannot be used to determine enrollment status. For additional information, contact the Office of Financial Aid.

Enrollment Statuses for Financial Aid

Enrollment Status	***Graduate Students (Graduate Certificate, Master's, Ed.S., Doctoral, Post-Doctoral)***	***Undergraduate Students***	***Students Enrolled in Teacher Preparation or Endorsement Programs or 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	n/a	9–11 credits per term	9–11 credits per term
Half time	3–5 credits per term	6–8 credits per term	6–8 credits per term
Less than half time	1–2 credits per term	1–5 credits per term	1–5 credits per term

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.

Students must also meet all other federal eligibility requirements. If Walden approves the student for a consortium agreement, Walden University will disburse federal aid to the Walden student account and the bursar's office will issue the refund to the student. The student is responsible for meeting payment deadlines set by the host school. Walden University does not typically pay the host school on behalf of the student and Walden University does not alter the financial aid disbursement schedule to meet deadlines set by the host school.

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 the student's previous registration if the student withdraws from the first course. If the student indicates that he or she will return, and the student does not return, a Return of Title IV funds calculation will be processed using the earlier withdrawal date.

Withdrawal From a Term

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.

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.

Leave of Absence

A student who takes an approved leave of absence is considered, for financial aid purposes, to have withdrawn from the school. A leave of absence is approved if the following criteria are met:

- The student has made a written request for the leave of absence.
- The leave of absence does not exceed 180 calendar days.
- The student has had only one leave of absence in a 12-month period.

The Federal Return of Title IV (R2T4) refund calculation applies to leaves of absence and withdrawals for recipients of Title IV aid.

Loan Deferments During Leave of Absence

Leave of absence also affects students‘ in-school status for the purposes of deferring payment of Federal Direct Loans. Students on an approved leave of absence are considered to be enrolled less than half time and are not eligible for an in-school deferment for their Federal Direct Loans. Students who take an unapproved leave of absence or fail to return to the school at the end of an approved leave of absence are no longer enrolled at the school and are not eligible for an in-school deferment of their loans.

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.

Financial Aid Disbursement Process and Requests for Excess Funds

Most financial aid is disbursed in three equal payments over the award period. 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.

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 outlined below, 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.

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 disburse. 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 cancelled.

Federal Return of Title IV Funds

Federal regulations require the Office of Financial Aid to apply a formula established by the United States Department of Education, entitled Return to Title IV (R2T4), to determine the amount of federal financial aid a student has earned as of the student‘s official or unofficial 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 who have continued academic participation up to that point in the term will have earned 100% of the federal financial aid disbursed to them.

Students withdrawing from any course(s) 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. Other enrollment changes that may trigger an R2T4:

- Withdrawal to zero credits.
- For consecutive enrollment within a term, withdrawal from an earlier course with no confirmation of return in a later course.
- For consecutive enrollment within a term, dropping, not attending, or withdrawing from a later course, even after the completion of an earlier course.
- For consecutive enrollment, failure to participate in more than 60% of the term along with the failure to earn a passing grade in the last course in the term.
- Failure to participate in more than 60% of the term along with failure to earn a passing grade in all courses attempted in the term.

Prior to withdrawing, 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 university upon the student‘s withdrawal.

Examples of Title IV Calculations

Example 1—Enrollment in Modules:

Allyssa is an undergraduate student enrolled in the Bachelor‘s in Computer Information Systems program. Her fall term enrollment is from September 6 through November 27. She is enrolled in two back-to-back classes for the term. The first class is from September 6 through October 16. The second class is from October 17 through November 27. Allyssa successfully completes the first class but decides on October 20 to drop her second class.

Allyssa's cost of attendance is as follows:	***Cost***
Tuition	$2,800
Fees	$70
Total	$2,870
Allyssa's financial aid package consists of:	
Federal Direct Subsidized Loan	$1,162
Federal Direct Unsubsidized Loan	$1,990
Total	$3,152
Allyssa completed 41 days of the term (September 6 through October 16).	
Walden is required to return to the government the following:	
Federal Direct Subsidized Loan	$0
Federal Direct Unsubsidized Loan	$1452
After Walden refunds the $1452 to the government, Alyssa will owe	$52

Walden:	

Allyssa received a tuition cancellation of $1400 for dropping the class. After funds were returned to reduce her federal student loan, she had a balance of $52.

Example 2—Failing All Classes or the Last Class:

Fred is a master's degree student. His fall term is from September 6 through November 27. He is enrolled in two classes for the fall. The first class is from September 6 through October 2 and the second class begins September 6 and ends on November 27. Fred receives an F in both classes. The latest day that Fred actively participated in either class was September 22.

Fred's cost of attendance is as follows:	***Cost***
Tuition	$2,520
Fees	$70
Total	$2,590
Fred's financial aid package consists of:	***Cost***
Federal Direct Subsidized Loan	$2,820
Federal Direct Unsubsidized Loan	$3,980
Total	$6,800

Fred completed 17 days of the term (September 6 through September 22).

Walden is required to return to the government the following:	
Federal Direct Subsidized Loan	$0
Federal Direct Unsubsidized Loan	$2059
After Walden returns the $2059 to the government, Fred owes Walden:	$531

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—Withdrawal From Term

Susie is a doctoral degree student in public policy. Her quarter term begins on December 6 and ends on February 27. On January 16 (42 days into the term), she drops her classes.

Susie's cost of attendance is as follows:	***Cost***
Tuition	$4,550
Fees	$40
Total	$4,590
Susie's financial aid package consists of:	***Cost***
Federal Direct Subsidized Loan	$3,980
Federal Direct Unsubsidized Loan	$2,820
Total	$6,800

As Susie has completed 42 days of her semester, she earned 50% of the $6800. 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 Subsidized Loan	$580
Federal Direct Unsubsidized Loan	$2,820

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—Participation for More Than 60% of the Term:

Ernie is a master‘s degree student in the teaching program. His semester begins January 3 and ends April 24. On March 11 (68 days into the term), Ernie accepts a full-time job and drops his classes.

Ernie's cost of attendance is as follows:	***Cost***
Tuition	$3,300
Fees	$40
Total	$3,340

His financial aid package consists of:	***Cost***
Federal Direct Subsidized Loan	$2,820
Federal Direct Unsubsidized Loan	$3,980
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.

Satisfactory Academic Progress Standards

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.

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 timeframe.
- 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 timeframe will be reset for students completing a second or further 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 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 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.

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.

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.

Other Funding Options

- Resources for Veterans, Dependents, and Military Personnel
- Private Education Loans
- Family Tuition Reduction
- Third-Party Tuition Assistance

- Higher Education Professional Development Program
- Monthly Payment Plans
- Tuition Reduction Benefits

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 Veteran Affairs Office 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 Veterans Office in order to initiate the administrative support that will ensure the prompt availability of these financial resources. The Veterans Office at Walden University can be contacted at: va@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 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

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.

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.

Third-Party Tuition Assistance

A third party may pay for a student‘s tuition by submitting a voucher, purchase order, or letter of credit to the bursar‘s office. The following information should be included:

- Student‘s name
- Student‘s identification number or Social Security number
- The term and course(s) being sponsored
- The amount of tuition the sponsor wishes to pay
- The sponsor‘s billing address and contact person

Higher Education Professional Development Program

Faculty or staff member at a college or university may be able to benefit from the Higher Education Professional Development Program. See more detailed information on the Walden website under Other Funding Options.

Monthly Payment Plans

Walden University partners with Sallie Mae TuitionPay to provide students with an alternative to paying full tuition at the beginning of each term. Through TuitionPay‘s monthly payment plan, students may spread the cost of their tuition over multiple months—interest-free. The TuitionPay plan is not a loan, and there is an enrollment fee. See more detailed information on the Walden website under Other Funding Options..

Scholarships

Walden offers merit-based scholarships for academic and professional accomplishment. More detailed information about the following scholarships and others that may also be available to Walden students can be found in the Tuition and Financial Aid section of the Walden website under Scholarships.

Commitment to Social Change Scholarship

The Commitment to Social Change Scholarships are awarded to graduate (master's and doctoral) students new to Walden University who demonstrate the capacity to effect positive social change and, at the doctoral level, to conduct and succeed at research. ***Note:*** This scholarship is administered by the Office of the President, not the Office of Financial Aid.

Dave Palmer Military Scholarship

The Dave Palmer Military Scholarship, named for a former Walden president, is awarded to a doctoral student enrolled at Walden who has been on active duty with a branch of the U.S. armed forces for a minimum of 1 year. The recipient must demonstrate that the degree is a logical progression of personal and professional development, that the research component of the degree program relates to his or her professional obligations, and that the dissertation research will contribute directly to the enhancement of the mission of his or her service. ***Note:*** This scholarship is administered by the Office of the President, not the Office of Financial Aid.

National Public Service Scholarship

National Public Service Scholarships are awarded to doctoral students who have dedicated their careers—and continue to do so—to public service and to the nation, in either public or nonprofit agencies with a national focus, and who seek their degrees to enhance their effectiveness professionally and in service to the national community. ***Note:*** This scholarship is administered by the Office of the President, not the Office of Financial Aid.

Presidential Scholarship

The Presidential Scholarships are for graduates of a Walden master's program who are pursuing a doctorate degree at Walden. Applicants must demonstrate a personal, continued commitment to their chosen field and indicate how learning is applied to practice. ***Note:*** This scholarship is administered by the Office of the President, not the Office of Financial Aid.

Research Funding Opportunities

- Walden Fellowships
- External Research Grants

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

Fellowship in Research and Applications for Social Change

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

Research Fellowship in Distance Education

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

External Research Grants

Funding from external agencies (such as private foundations) is another means of deferring the costs associated with conducting research. Student researchers may contact the Office of Faculty Research and Sponsored Programs (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.

University Policies and Code of Conduct

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.

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

   Unwelcome conduct of this nature, directed at others and based on other protected characteristics, such as race, sexual orientation, gender, religion, age, and other characteristics as set forth in the university‘s nondiscrimination policy, violates both the nonharassment policy and the nondiscrimination policy.
3. **Professional Conduct:** As part of its commitment to integrity and respect in the community in which it operates, Walden University expects that its students will conduct themselves in a professional and respectful manner at all times, both when interacting within the university community and when representing the university at events outside the institution. In that regard, students will not at any time engage in unduly disruptive, threatening, unethical, disrespectful, or abusive conduct toward other members of the university community, including fellow students, instructors, and staff.
4. **Academic Integrity:** Walden University considers academic integrity to be essential for each student‘s intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and instructors of Walden recognize the necessity and accept the responsibility for academic integrity. A student who enrolls at the university thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the academic unit or academic program, and, in turn, the instructor. Student submissions will be routinely searched for offending material by an online originality check program. The university also recognizes that, in an educational community, the pressure to succeed can often be intense. Students who feel overwhelmed by their academic and personal

obligations may be tempted to take shortcuts that may compromise their honesty and integrity. To help students derive the full benefit of the educational opportunity provided by the university, this section defines a violation of academic integrity and gives examples of actions that are considered dishonest. The university encourages students who may have questions or concerns about the definition and forms of academic integrity violations described herein to contact their faculty mentor, course instructor, or academic advisor.

A violation of academic integrity is any action or attempted action that may result in creating an unfair academic advantage for the student or an unfair academic advantage or disadvantage for any other member or members of the academic community.

Student work is monitored for evidence of plagiarism, using an anti-plagiarism application, database, or service of Walden‘s choosing. Students 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:

- Wholesale copying of passages from works of others into an assignment, paper, or discussion board posting, or thesis or dissertation without acknowledgment
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person‘s characteristic or original phraseology, metaphor, or other literary device without acknowledgment

Students’ Misuse of Their Own Scholarly Work

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