



WAKE FOREST
UNIVERSITY

SCHOOL *of* PROFESSIONAL STUDIES

Student Handbook
2025-26

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Required for publication*

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This Student Handbook outlines university and school policies, procedures, resources, and services for students in Wake Forest University's School of Professional Studies. Information in this handbook will be updated prior to each semester and more frequently as needed, and accuracy of the information is not guaranteed. The University and the School of Professional Studies reserve the right to modify policy or procedure referred to in this handbook without prior notice. The handbook is not and should not be regarded as a contract between the University, the School, and any individual.

If you have questions or need guidance during your time with us or have suggestions for additions or edits to the handbook, please submit them to the [Executive Director of Student Services and Alumni Engagement](#).

Required for publication*

WELCOME TO THE SCHOOL OF PROFESSIONAL STUDIES

Message from the Dean

My teammates and I are delighted that you have chosen Wake Forest University as your academic home. Our team is committed to your success. We recognize the multiple demands on your time emanating from the dynamic marketplace and your busy lives, and we are here to support you as you pursue enriching and rewarding learning experiences at our School.

To support your professional growth, we have designed a student experience that aims to empower you to gain critical knowledge, abilities and skills that will contribute to your future success as an impactful and ethical leader. Our team is committed to providing the support you will need by adhering to our five values: student focus; continual improvement; equity, inclusiveness and diversity; ethics and transparency; and collaboration with community.

Consistent with the above values, we have prepared this handbook to help you gain an understanding of the expectations for all members of our learning community and the support that we provide to them. This handbook covers several areas, including student responsibilities, degree and certificate requirements, academic services, appropriate use of technology, and the full spectrum of our student services. To provide the most up to date information, the handbook will be reviewed three times each year and when information is updated, you will be notified.

I trust you will find our community to be inclusive and supportive, and wish you the very best as you pursue your program of study at the School of Professional Studies.

Sincerely,

Charles Iacovou, Ph.D.

*Dean, School of Professional Studies & Vice Provost of Charlotte Programs
Wake Forest University*

About Wake Forest University

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. A private liberal arts university, Wake Forest was founded in 1834. Our motto, *Pro Humanitate* (For Humanity), is a calling to use our knowledge, talents and compassion to better the lives of others. It's an opportunity to leave the world better than we found it. Read more about [the institution, its mission and purpose, and its history](#).

About the School of Professional Studies

Unprecedented times such as these call for a new type of leadership. That's why Wake Forest created the [School of Professional Studies \(SPS\)](#)—to help working professionals rise to the challenge by building the knowledge and skills while gaining the credentials needed to thrive in a fast-transforming global marketplace. At Wake Forest, you'll gain a rare and valuable blend of leadership --combining academic and practical industry expertise-- that empowers you to advance your career, your organization, and your community.

Mission - The mission of the SPS is to accelerate the professional growth of adult learners across their careers and support the talent development needs of organizations through accessible, flexible, and cutting-edge educational experiences.

Vision - The vision of SPS is to be the premier educational institution of choice for working professionals and leading organizations in Charlotte, the Southeast, and beyond.

In alignment with the Wake Forest University motto of *Pro Humanitate*, our values include a commitment to 1) student centrality in service to the learning and career needs of working professionals; 2) continual improvement that includes agility and innovation for excellence in learning and operational efficiency; 3) equity, inclusiveness, and diversity - enlarging access and valuing all members of our community; 4) ethics and transparency - leading with integrity and honor and with open communications; and 5) collaboration with community - focus on community needs to drive program development and student success, as well as on organizational partnerships essential to our success.

Wake Forest's Non-Discrimination Statement

Wake Forest University is committed to diversity, inclusion, and the spirit of *Pro Humanitate*. In adherence with applicable laws and as provided by University policies, Wake Forest prohibits discrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

The following person has been designated to handle inquiries regarding the University's non-discrimination policies:

Title IX Coordinator/Section 504/ADA Coordinator
titleixcoordinator@wfu.edu or 336-758-7258
Reynolda Hall 307 Winston-Salem, NC 27106

Assistant Vice President Human Resources
AskHR@wfu.edu or 336-758-4700
2958 Reynolda Road, Winston-Salem, NC 27106

Deputy Title IX Coordinators have also been designated and represent various University schools/divisions. Contact information for each Deputy Coordinator can be obtained from the University's Title IX Coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the U. S. Department of Education office that serves your area, or call 1-800-421-3481.

THE SPS STUDENT EXPERIENCE

Note from the Executive Director of Student Services and Alumni Engagement

On behalf of the entire student-facing team, welcome to the School of Professional Studies, where your success is our top priority! The SPS student support team is dedicated to providing personalized academic planning, career development, and technical assistance. We offer resources designed to enhance learning outcomes, foster an engaged community of learners, and promote student growth, persistence, and well-being. We encourage you to actively connect with your fellow students, alumni, SPS academic directors, faculty, and staff. Building these connections can open doors to new opportunities and enrich your learning experience.

Engage with our community by attending your weekly synchronous class sessions and virtual networking events, and by utilizing the variety of career resources and industry connections we provide. Your dedicated Student Success Manager (SSM) will be your personal advocate, offering guidance and support throughout your academic journey—they are truly the guide by your side! Your SSM will help you navigate challenges, connect you with valuable resources, and ensure you're on the path to success.

Your feedback is incredibly valuable as we continuously strive to create the best possible learning environment. Please share your thoughts on the handbook, Canvas resources, courses, and your overall experience. You can reach our office at stuserv@wfu.edu to provide feedback, ask any additional questions, or request an archived student handbook.

Our entire team is here to support you every step of the way. Enjoy your academic journey, and we eagerly look forward to celebrating your success at Wake Forest SPS!

Loréal Maguire, D.Ed.

Executive Director, Student Services and Alumni Engagement

Student Engagement

The School of Professional Studies (SPS) offers numerous opportunities for students to connect with peers, the community, and faculty both virtually and in-person. We understand the challenges of balancing life with graduate coursework and are committed to fostering a strong sense of connection and community.

Connect with us on the SPS website - Explore [articles](#) on program updates, alumni and faculty spotlights, and student-authored blogs. A [monthly calendar of virtual and in-person events](#) is also available to promote continued engagement.

Connect with fellow students within the Pearl Cafe - [discussion boards](#) on a variety of topics can be found within the Pearl Cafe.

Connect with us on social media - Follow the School of Professional Studies on [LinkedIn](#), on [Facebook](#), and on X (@WakeSPS). Join the [School of Professional Studies LinkedIn Community](#) for job opportunities, events, and more, shared by staff, faculty, students, and alumni.

Connect with Wake Alumni via the [WakeNetwork](#) - a mobile-friendly, digital platform specifically designed by Deacs, for Deacs. Stay connected and build new relationships with fellow alumni across the globe in a wide variety of industries and professions. SPS students can use this tool to search for, network, and connect with one another (*just choose School of Professional Studies under Academic Programs*) and with Wake alumni.

Academic Guidance and Support

Partnership with Kaplan North America - Kaplan North America (KNA) is a global educational services provider that partners with Wake Forest University School of Professional Studies (SPS) to support key operational functions. In collaboration with SPS staff, faculty, and administration, Kaplan assists with marketing degree programs, student recruitment, application support, and student facilitation, management, and advisement—all conducted within the policies and guidelines established by Wake Forest SPS.

Wake Forest SPS manages this partnership and maintains full oversight of Kaplan's involvement. While both parties are jointly committed to student success, all admissions decisions, federal financial aid processing and advising, coursework, faculty oversight, and management of academic records are the sole responsibility of Wake Forest University School of Professional Studies.

Student Success Manager (SSM) - Your SSM serves as your primary point of contact for academic support beyond the classroom, from enrollment through graduation. SSMs (Kaplan partners) provide guidance in navigating Workday for course access, academic plans, and transcripts, and connect students with their program Academic Director, SPS staff, or professors as needed. Contact your SSM at spsadm@wfu.edu or via phone at 1-877-523-8271.

The Pearl Cafe - This 24/7 resource center within Canvas provides a comprehensive hub for administrative forms, academic calendars, technical and academic resources, industry/program-specific resources, career resources, wellbeing and collaboration resources, and information on graduation and alumni engagement.

The Student Success Platform - This tool, powered by Watermark Student Success & Engagement, connects students with their full student support network (SSM, SPS Student Services team, faculty, and Academic Director), alerts students to critical deadlines, and serves as a great communication hub. Students access this platform through Canvas.

Faculty and Academic Director - Effective communication with your faculty member is crucial for graduate program success. While your SSM is the initial contact for administrative, scheduling, or personal support, it is essential to keep your faculty member informed of any life changes that

may impact academic performance and to address academic/course concerns with them. Your faculty collaborate closely with your program's Academic Director (AD), who oversees curriculum and academic direction. The AD may also teach courses, offering an excellent opportunity to expand your professional network.

[*The Center for Learning, Access, and Student Success*](#) (CLASS) - CLASS provides opportunities for all students to achieve academic success through academic coaching on topics such as time management, executive skills and strategies for test anxiety. CLASS facilitates access to resources for deaf and hearing-impaired people who seek an alternative to ASL or reliance on assistive learning devices. Additionally, CLASS supports access for all students through implementation of accommodations for disabilities that impact academic environments. Read more about CLASS [here](#).

[*The Writing Center*](#) - The Writing Center is staffed by friendly and knowledgeable undergraduate and graduate students who act as an audience for your writing; they work by asking questions to help you discover what you want to say and determine whether you have effectively communicated it. Because everyone writes differently, the Writing Center staff tailors their help to meet each writer's needs, and will work with SPS students at any stage of the writing process, from brainstorming through final revisions. They offer a limited number of online appointments, both synchronous and asynchronous, via their online scheduling system.

Academic and Tutoring Support - The School of Professional Studies partners with Tutor.com (accessible within Canvas) to provide free academic tutoring and writing support. In addition, students have free access to the entire LinkedIn Library and to industry/program-specific resources found in the Pearl Cafe (accessible within Canvas). Students should talk with their Student Success Manager or contact the SPS Student Services team at stuserv@wfu.edu to discuss options and to receive more information.

Wellness and Personal Support

The School of Professional Studies recognizes the multiple roles and priorities of adult learners, including family, career, and academics. We encourage you to utilize the comprehensive support services offered by Wake Forest University to promote your overall well-being, which is vital for your success. Please contact [SPS Student Services](#) with any questions or support requests.

Office of Wellbeing at Wake Forest - The Office of Wellbeing leads the campus in making wellbeing a part of every experience in the lives of our students, professors and staff. SPS students have access to free [Wellbeing Coaching](#) as well as [wellbeing resources for remote learners](#).

CARE Team - The CARE Team system empowers Wake Forest University community members or other individuals to express concern regarding a fellow student, incident, or behaviors by submitting a [CARE referral online](#). Submit a referral for any Wake Forest student, professor, or staff member, including yourself, to receive caring outreach and get connected with support. A

referral initiates a review by members of the CARE Team, who seek to provide support, guidance, or other intervention to students, professors, and staff in need and connect them with appropriate campus and community resources.

[SAFE Office](#) - The SAFE Office provides confidential support and assistance to students who have experienced sexual or relationship violence, stalking, and/or sexual harassment. IMPORTANT INFORMATION FOR STUDENTS WHO MAY BE VICTIMS OF SEXUAL MISCONDUCT: If you or someone you know may have been a victim of sexual assault or any other type of sexual misconduct prohibited under this policy, you are strongly encouraged to seek immediate assistance. Assistance can be obtained 24 hours a day, 7 days a week, from 336-758-5285 or at the SAFE Office website.

Wake Safe App - The [Wake Safe mobile app](#) is free and makes it easy to engage with the [Wake Forest University Police Department](#) and the [Charlotte-Mecklenburg Police Department](#). The app allows direct access to Charlotte 911 emergency services, voice and text communication with Wake Forest University Police, emergency location sharing, a peer-to-peer SafeWalk tool, access to emergency procedures, personal safety and crime prevention tips, and university resources.

[WAKE Alert](#) - is the University's mass notification system for communicating about situations affecting safety and security. This site offers information about emergency preparedness, key University contacts and more. Wake Forest uses a mass notification software that will enable Wake Alert messages to be delivered rapidly through several communication methods such as posts to the Wake Alert website, a banner at the top of the University homepage, text messaging, email, voice mail (for mobile phones), X ([@WakeAlert](#)) and Facebook ([Wake Alert](#)). The University may also activate outdoor and indoor audio alert systems. Be sure to [update your cell phone number](#) to receive emergency text alerts and voice messages.

In addition to the University Police Department and the department's [Victim Support Program](#), support services include:

- the [Office of the Chaplain](#), which provides confidential pastoral care to victims of crime and has an emergency fund for students;
- the [University's Title IX Office](#), which investigates cases of sexual misconduct and offers other support to students, professors and staff (see "[how to get support](#)" [on and off campus](#));
- the [Report Bias system](#) to report an act or behavior motivated by the offender's bias against facets of another's identity.

Career Development Support and Resources

SPS students' primary career support, including tools, resources, coaching, and information, is available in the Pearl Cafe's [Career Resource Hub](#) within Canvas. This hub offers resources for career exploration, tips and templates, continuous learning, professional development, networking, career-related discussion boards, and access to webinar recordings, articles, and free one-on-one career coaching.

Additionally, Wake Forest University provides access to:

- [Office of Personal & Career Development \(OPCD\)](#) - The OPCD is a partner to all WFU students providing tools, resources, and information (via events, workshops, self-assessments, access to job postings via Handshake, and more).
- [LinkedIn Learning](#) - Available to all WFU professors, students, and staff, LinkedIn Learning has over 16,000 digital courses and video tutorials available that cover a wide range of business, creative and technical topics, from leadership “soft skills” to design principles to programming.

STUDENT EXPECTATIONS, RIGHTS & RESPONSIBILITIES

SPS Student Conduct Code and Honor Code

In alignment with our guiding principles and values, the School of Professional Studies (SPS) respects and values its adult learners, expecting engagement and appropriate behavior in both online and onsite courses. Within the SPS Orientation course, graduate certificate and degree program students are informed of both codes and are required to sign a statement acknowledging their understanding and agreement to comply. Updates to either code will be published and distributed to students upon adoption.

The [Student Code of Conduct](#) is a university-wide code adhered to by all Wake Forest University undergraduate and graduate students (excluding the School of Medicine).

The SPS Honor Code reads as follows: *We conduct our academic endeavors in an ethical and professional manner. We do our own work, credit the work of others, and provide the full truth about our work.*

The SPS Honor Code applies to alleged misconduct which occurs in academic pursuits or within the University community, while the Student Code of Conduct applies to alleged misconduct that is non-academic. For examples of both types of misconduct, details about reporting code violations, and the violation review process, please refer to [SPS Student Conduct Code Procedures](#) and [SPS Honor Code and Related Processes](#).

Academic Integrity

Students are expected to act with civility, honesty, and academic integrity. Academic misconduct includes a variety of behaviors such as cheating, plagiarism, altering academic documents, gaining access to materials before they are intended to be available, and helping a peer gain an unfair academic advantage. The document above (SPS Honor Code and Related Processes) provides additional details about academic misconduct and violations of the SPS Honor Code.

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. The School of Professional Studies employs Turnitin, an online

plagiarism detection service that matches submitted assignments to a text-matching database of published materials as well as student papers and assignments. Turnitin is available to faculty and administrators to check if plagiarism is suspected. Additional resources about plagiarism and academic integrity are provided in student orientation materials.

Artificial Intelligence (AI) Policy

Students must responsibly and transparently use and disclose any content assisted by Generative AI (GAI) tools, which include, but are not limited to, ChatGPT, Claude, Gemini, or CoPilot. Undisclosed or misleading use of GAI is a violation of the SPS Honor Code. Students are ultimately responsible for the accuracy, originality, and ethics of all submitted work.

GAI is a powerful professional tool. Learning to use these tools effectively and ethically is a vital skill for success in an AI-driven world. When used correctly, GAI can enhance critical thinking, fuel creativity, and assist with complex problem-solving. This includes stimulating new ideas, providing relevant industry insights, and helping to analyze complex information—all essential competencies for today's working professionals.

However, students are reminded that GAI tools have inherent limitations. These include, but are not limited to, the potential for inaccurate or biased output, issues with originality and automated plagiarism, risks of over-reliance that may stifle independent thinking, and concerns regarding data security and copyright. Therefore, students should use these tools as a starting point for their own critical analysis and independent thinking, not as a replacement for it.

The University embraces and standardizes a [core suite of licensed AI tools](#), such as Gemini and CoPilot, which are provided free to all students. These tools offer significant advantages, including a more secure environment for student data, advanced features tailored for academic use, dedicated support, and a stronger emphasis on ethical AI practices, promoting responsible and transparent use in academic work.

For student academic submissions at SPS, text or numerical output from Large Language Models (LLMs) – a specific category of Generative AI models – can be used only for experimental analysis and cannot be placed directly into any submitted academic work. This means that LLMs will not be accepted as co-authors of any student's work. This restriction is a critical and distinct limitation for student academic output when compared to general GAI usage guidelines.

Properly documenting and disclosing the use of Generative AI (GAI) is required for all submitted work. Undisclosed or misleading use of GAI tools that directly contributes to the submitted content—such as text, analysis, code, or structure—is a violation of the SPS Honor Code. While general use for tutoring or study support does not require formal disclosure, we encourage ethical and responsible use of all such tools. You must be prepared to provide records of your interactions with GAI tools, including queries and responses, if requested. These records are required to properly assess the originality of your work and your understanding of the course material. The inability to provide them may be considered a violation of the SPS Honor Code.

Classroom Conduct

All students are expected to maintain professional and respectful conduct in both in-person and online classes, as well as in any class or school-related gathering or meeting. Active participation is integral to your learning experience and that of your classmates. Faculty have the right to enforce classroom rules, and individual instructors may establish their own classroom norms. Faculty may also refer a student to a conduct process (such as the Student Code of Conduct) due to classroom conduct issues. Students are responsible for being timely, prepared, and ready to contribute. Unnecessary distractions can negatively impact instruction, learning, and the overall culture and morale of the School of Professional Studies. Students must use a camera and microphone when attending synchronous class meetings or group sessions unless otherwise specified by the instructor.

Personal Conduct in a Team or Group Environment

Team/group cohesiveness is critical to student success. Given the importance of and frequency with which students may be asked to participate in group projects, the following policy applies:

The School of Professional Studies, including individual faculty members, may remove a student from a team or group and require that the student complete all team/group work on the student's own or in a manner deemed appropriate by the faculty member in circumstances when the School or faculty member determine that the student is disruptive and/or uncooperative and interfering with the educational process of the team or group. The faculty member may, at their discretion, also refer a student to a conduct process (such as the Student Code of Conduct) due to the student's conduct in a team or group environment.

Alcohol and Substance Abuse Policy

The School of Professional Studies faculty and staff care about the overall wellbeing of its students and share the following policy not only to communicate regulations and associated consequences of violations, but also to encourage students to consider the health risks associated with the misuse of alcohol and illicit drugs (including direct, indirect, and long-term consequences, according to [the Surgeon General's website](#)).

Regulations: Outside of official university events, students in the School of Professional Studies shall not consume alcohol onsite or online during classes (see the [Facilities section](#) for specific information about onsite alcohol use and storage). SPS students should not attend or participate in online class sessions (synchronous or asynchronous) under the influence of alcohol or controlled substances.

Furthermore, the University and School of Professional Studies prohibit the unlawful: solicitation, possession, use, distribution, or facilitation of the distribution of alcohol and controlled substances by students on University and SPS properties, or as part of any University- or SPS-sponsored activity. The prohibition extends to off-campus activities officially

sponsored by the University or SPS and to such activities when participation is sponsored by the University or SPS.

Alcohol and controlled substance misuse prohibited by the School of Professional Studies includes use of alcohol and/or controlled substance in association with inappropriate action including but not limited to verbal or physical abuse; property damage; failure to comply with a lawful command or directive from a University, SPS, or law enforcement official; or any behavior that violates the Student Code of Conduct.

This policy, which is in compliance with the federal Drug-Free Schools and Campuses regulations, includes the expectation that students will comply with federal, state, and local laws related to alcoholic beverages and controlled substances.

Violations: Policy violations are in accordance with the same procedures set forth in the Student Code of Conduct and may result in disciplinary consequences outlined in that code.

Resources: Students who wish to seek confidential help with alcohol or substance abuse for themselves should reference the following resources. Use of these resources is strongly encouraged.

- Office of Wellbeing (Thrive@wfu.edu or 336-758-4371) coordinates campus-wide alcohol and other drug education and prevention programs. It also oversees the:
 - [Collegiate Recovery Community](#) - a support organization for members of the WFU community in long-term recovery from addiction.
 - [Brief Alcohol Screening and Intervention for College Students \(BASICS\)](#) - provides individualized screening and intervention for students facing challenges with their alcohol and drug use; can also refer students in need of additional assessment or services to the appropriate level of care.
- National crisis resources:
 - [Crisis Text Line](#) (Text: 741741) to message with a trained crisis counselor
 - [988 Suicide & Crisis Lifeline](#) (988)
- Other university services that provide support can be found in the [Wellness and Personal Support section](#) of this handbook.

ACADEMIC PROGRAMS AND COURSE INFORMATION

Degree Programs

The School of Professional Studies offers a diverse range of graduate programs designed to meet market demands, adapt to economic shifts, and address the critical need for strategic leaders. These programs equip professionals to thrive in a rapidly transforming global marketplace. [Wake Forest University is accredited](#) by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

- [*The Master of Artificial Intelligence Strategy & Innovation \(MAISI\)*](#)
- [*The Master of Communications \(MCOM\)*](#)
- [*The Master of Cybersecurity Leadership \(MCL\)*](#)
- [*The Master of Digital Marketing \(MDM\)*](#)
- [*The Master of Educational Leadership \(MEL\)*](#)
- [*The Master in Enterprise Risk Management \(MERM\)*](#)
- [*The Master of Financial Technology and Analytics \(MFTA\)*](#)
- [*The Master in Health Administration \(MHA\)*](#)
- [*Joint JD/MHA degree*](#)
- [*The Master of Health Informatics \(MHI\)*](#)
- [*The Master of Information Technology Management \(MITM\)*](#)
- [*The Master of Project Management \(MPM\)*](#)
- [*The Master of Public Administration \(MPA\)*](#)
- [*The Master of Public Policy & Data Analytics \(MPPD\)*](#)

Certificate Programs

- [*Digital Marketing and Analytics Graduate Certificate*](#)
- [*Project Management Graduate Certificate*](#)

SPS Courses

Detailed course descriptions can be found in the Appendix of this handbook.

Student Workload

The School of Professional Studies adheres to sound practices for determining credit amounts and levels for courses, in accordance with the [University Registrar's guidelines](#) for defining semester hours and expected coursework.

A Semester Credit Hour is the quantitative unit used to measure coursework. The number of semester credit hours assigned to a course reflects the expected outcomes, the mode of instruction, scheduled in-class time, additional formal meeting times, and the amount of outside preparatory work expected for the class.

Faculty expect students to dedicate a total of **45 hours of course-related activities for every credit hour earned**. For a 3-credit hour course, a student is anticipated to dedicate 135 total hours. If they take two courses in a full semester, that totals 270 hours over 15 weeks, which is about 18 hours/week for coursework, study, writing, research, etc.

Credits

The School of Professional Studies offers credit-based programs (graduate certificates and graduate degrees) and non-credit courses/programs. All credit-based courses associated with graduate certificates and graduate degrees in the School of Professional Studies are 3 credits each.

Course Timing/Sequencing/Prerequisites

Students are responsible for familiarizing themselves with course offerings, sequencing, and any prerequisites or other requirements. It is advisable to meet with your Student Success Manager to develop a personalized plan of study. Students who skip a mini session (part of term) or take a leave of absence for a semester or more are encouraged to work with their Student Success Manager to adjust their plan of study for timely degree conferral. Students are responsible for understanding the maximum time of completion for their specific area of study.

Program Length - Master's Degrees and Certificate Programs

Master's Degree Programs (30-36 credit hours) should be completed within three (3) years from the initial enrollment date of a required course. Certificate Programs (9-12 credit hours) should be completed within one (1) year from the initial enrollment date of a required course. Pauses in a program (via a leave of absence or mini-skip) may impact the time to completion.

Time to Degree/Certificate

Students enrolled in a Master's Degree Program (30-36 credit hours) have a total of six (6) years to complete the required coursework. Students enrolled in a Certificate Program (9-12 credit hours) have a total of two (2) years to complete the required coursework.

Course Information

Course Access - Students will have access to an online orientation course within Canvas one month prior to the course start date and are encouraged to complete the required orientation before accessing courses. Online academic courses become accessible one week prior to the course start date.

Course Engagement and Contributions - SPS offers in-person (non-credit), synchronous (non-credit and credit-based), and asynchronous (credit-based) online courses. Due to the interactive nature of our programs, students are expected to attend required sessions, participate in course activities, and submit all coursework and assignments by stated deadlines or as noted in the course syllabus. Attendance in an online course is defined as regular weekly completion of assignments and consistent login to Canvas. Student Success Managers will contact students who are missing assignments, have not logged into Canvas for five or more days, or receive a low grade. Students registered for non-credit courses are expected to attend and participate as per professor expectations to earn the related certificate of completion.

Communication Expectations - All course communication will occur within the Canvas LMS. Instructors can be contacted through the course email system, by posting questions on the "Ask the Professor" discussion board, or by scheduling virtual office hours via Zoom or Google Meet. Students can communicate with peers through Canvas.

Utilize your Wake Forest email account (or forward it to your primary email) and check it regularly (preferably daily) for updates, time-sensitive information, or course adjustments. Faculty will also use the Announcement feature in Canvas; ensure notifications from Canvas are enabled for timely course information.

Communications from the University and the School of Professional Studies (e.g., Financial Aid, Student Accounts, Student Services, and your SSM) will also be sent to your Wake Forest email account; check it regularly and send communications from that account.

Support for Canvas or course technology is available via the 24/7 Wake Forest-dedicated support line at 833.383.5792 or the [Canvas Support Live Chat](#).

Late Work Policy - The School of Professional Studies (SPS) Late Work Policy allows assignments to be submitted up to three calendar days after the due date, incurring a 10% deduction per day up to a 30% maximum. Submissions after this period are not accepted. Planned extensions for extenuating circumstances must be requested via email to the instructor at least 24 hours in advance, and approved extensions are exempt from the late penalty. Students must consult their individual course syllabus for the official and complete policy.

Please note: This standardized policy goes into effect for all courses beginning Summer 2026. During Spring II 2026, students must strictly adhere to the specific late policy outlined in their individual course syllabus.

Group Discussions - Students will participate in asynchronous discussion boards and synchronous, faculty-led discussions.

- Discussion Boards - Communicating with fellow students and faculty via discussion boards provides an excellent opportunity for in-class engagement. Timely participation is encouraged. Refer to the course syllabus for specific discussion board participation guidelines, as expectations may vary by course and faculty.
- Live Group Discussions/Synchronous Sessions - Students are strongly encouraged to attend weekly live faculty-led discussions. These online, synchronous sessions facilitate robust discussion, Q&A, and peer-to-peer interaction. Faculty may answer questions about course content and assignments, welcome guest speakers, or provide supplemental material. If attendance is not possible, students are encouraged to view recordings of these ungraded sessions.

Textbooks and Course Materials - To ensure timely access, students can view and purchase required textbooks and course materials three to four weeks before courses begin through [the online bookstore](#). Required materials will also be listed in the course syllabus. Students may rent or purchase books online or from other retailers, choosing print or online versions as available.

Students are prohibited from posting, publishing, selling, or otherwise publicly distributing course materials without the written permission of the course professor, including posting to Course Hero and other material-sharing sites. Such materials include, but are not limited to: lecture notes/slides, video or audio recordings, assignments, problem sets, examinations, other students' work, your personal work, and answer keys.

Course and Class Cancellations - The School of Professional Studies reserves the right to cancel a course for any reason, including low enrollment. Students will be informed as soon as possible and will receive a 100% tuition refund. Class cancellations may also occur due to inclement weather, professor illness, or other reasons; tuition adjustments will not be made for class cancellations.

Grading Policy and Scale

Assignments will generally be graded within one week. Some assignments will be graded using a rubric available to the student along with the assignment. Rubrics and other assignment instructions will outline expectations and points awarded for performance.

The SPS grading scale is as follows:

Percent	Grade
94 - 100	A
90 - < 94	A-
87 - < 90	B+
83 - < 87	B
80 - < 83	B-
77 - < 80	C+
70 - < 77	C
< 70	F

Additional Grading Policies

Pass/Fail - Individual Pass/Fail assignment grades may exist in the School of Professional Studies. Unless otherwise indicated, final course grades are not Pass/Fail.

Grade Concerns/Appeals - Students with a grade grievance should first communicate directly with the instructor. If the conflict cannot be resolved, the student may appeal to the appropriate Academic Director, who will review the matter, work with the parties, and reach a final resolution. If the Academic Director is also the professor of record, the appeal will proceed directly to the Associate Dean of Graduate Programs and Information Technology.

Incompletes (I) - A temporary grade of Incomplete ("I") may be requested by a student who has failed to fulfill course requirements due to illness or other reasons acceptable to the professor. This allows students with good cause (as determined by the instructor) to complete course requirements. If the instructor agrees to an Incomplete, they may: (a) submit a grade for the course based on sufficient evidence, and (b) report to the Executive Director of Student

Services and Alumni Engagement that the student's work is incomplete and request continued access for the student and instructor to the course within Canvas.

The instructor will submit the "I" when submitting all other grades through Workday, as guided by the SPS Registrar. An "I" will not be assigned if the student's failure to satisfy course requirements is due to unexcused behavior. An instructor should not use an "I" as a placeholder for unreported grades in the absence of student-specific extenuating circumstances.

A student receiving an "I" in a mini (7.5-week) course must complete all required coursework by the end of the following mini. A student receiving an "I" in a semester-length course must complete all required coursework by the end of the following semester to have the grade removed and changed to a final grade. An "I" not removed by the end of the following semester or half-semester, as applicable, will become a failing grade (F) unless the student petitions the Academic Progress Committee, through the Executive Director of Student Services and Alumni Engagement, for an extension. The petition must establish valid reasons for the extension request, be approved by the professor, and submitted before the deadline for receiving a failing grade.

Withdrawn (WD) - The grade of Withdrawn ("WD") is assigned when a student withdraws from a course up to the Wednesday of the fifth week of the course (the 60% point of the mini or 7.5-week course). If a student withdraws after this point, they will receive a WF.

Course Repeat - Students may repeat a course for which they received a grade of B- or lower. Students may only repeat a specific course once. All grades received will appear on the transcript. The course will be counted for credit only once, and the highest grade will be used for GPA calculations. Students must pay for repeated courses and retain Federal Student Aid eligibility if otherwise qualified.

ACADEMIC POLICIES AND INFORMATION

[Academic Calendar](#) and [University Holidays](#)

To meet the needs of the adult learner, the School of Professional Studies offers full three (3) credit courses in a 7.5 week period - a mini session or part of term - which comprises half of a full semester. Two minis are offered per semester year-round. Each mini is made up of 7-8 modules (an online learning lesson or unit). While there are typically breaks in between semesters, there may not be a break between mini sessions. Please note that due to the acceleration of our programs, our academic calendar may not be in alignment with the overall university academic calendar. Check the [SPS academic calendar](#) for semester and mini session dates.

Course Sequencing

Some programs include prerequisite courses, which are specified in the course listings within the Appendix. All required core courses should be complete prior to taking the final or Capstone course (typically a 799 course). Academic Directors may grant exceptions to this requirement.

Academic Progress Committee

The Academic Progress Committee (APC) is comprised of a full-time Academic Director (Chair of Committee), Chief Marketing & Student Services Officer, the Associate Dean of Graduate Programs and Information Technology, the Executive Director of Student Services and Alumni Engagement, the Director of Financial Aid & Student Accounts, the Executive Directors of Academic Programs and the SPS Academic Directors.

The Executive Director of Student Services and Alumni Engagement can elevate issues to the APC. This committee 1) monitors academic progress of SPS students and implements requirements to address academic deficiencies; 2) determines appropriate action for violations of the Honor Code; 3) establishes conditions for the removal of probationary, suspension, or dismissal status, as well as reinstatement; 4) reviews requests for withdrawals, leave of absence, and administrative withdrawals/dismissals. The committee, through the SPS Academic Directors, also certifies students who have fulfilled the academic requirements for degrees or graduate certificates.

Leave of Absence and Mini-Skips (Skipping a Term)

Leave of Absence - SPS recognizes the needs of adult learners and understands that students may occasionally require an extended break from their courses. SPS offers students the option to maintain active registration through a process known as a Leave of Absence.

A Leave of Absence (LOA) serves as an alternative to withdrawing and allows students to retain their Wake Forest email address, access Canvas, and register for classes. It is designed for students who take a break from their course of study for a semester, but intend to return later and continue making academic progress toward degree or certificate completion. A student may submit a Leave of Absence Request a maximum of three (3) times during their graduate degree program or a maximum of one (1) time for a certificate program before readmission is required. If the period of LOA or any consecutive non-enrollment time equals or exceeds one (1) year, readmission is required. Students who submit a readmission request remain subject to the [Time to Degree/Certificate policy](#).

A Leave of Absence Request may be submitted for medical, family, work, military, and other personal reasons. Students receiving financial aid, scholarships, or other forms of assistance should consult with the Director of Financial Aid and Student Accounts regarding LOA guidelines and the potential impact on their financial aid eligibility and obligations. Prospective students interested in deferring their start date should consult with their Student Success Manager.

A Leave of Absence Request must be submitted via Workday and approved before the first day of classes in the term in which the leave is desired. This [job aid](#) provides steps for submitting the request. Once approved, the student's academic records will remain in active status. Students are responsible for resolving any outstanding Incomplete (I) grades prior to the start of

their leave of absence. Submitted Leave of Absence Requests are reviewed by the Executive Director of Student Services and Alumni Engagement and shared with the student's Academic Director and the Chair of the Academic Progress Committee. There is no fee associated with a leave of absence request.

Mini-Skips - Students may not always require a full semester or longer pause in their studies and may prefer to skip only one of the terms or mini sessions (e.g., a 7.5 week course period) within a semester. While there are no limitations to the number of mini skips a student may utilize, the student's time to completion may be affected by the availability of remaining courses. Students interested in a mini-skip should first email spfinaid@wfu.edu to confirm there are no financial aid implications before submitting a [Mini-Skip Request Form](#).

Satisfactory Academic Progress

A student's academic progress is considered satisfactory when they maintain the minimum grade point average required for their program, complete at least 67% of total attempted credits, and are on track for completion of their program within the maximum time frame. Students who do not achieve satisfactory academic performance in a particular semester may be subject to academic probation, suspension, or dismissal.

Each instructor determines their own grading guidelines and expectations for satisfactory performance or grades, including how attendance and participation is evaluated. This information can be found in the course syllabus. All grades of C or higher are considered passing grades and fulfill course completion requirements for graduate certificate and degree programs. Grades of F will be assigned for failing work.

The Student Success Manager (SSM) consistently monitors student grades and course engagement. If there is a lack of participation or a drop in course grades, the SSM will work with the student. SSMs also alert the Assistant Director of Student Engagement and Retention when a student is not actively engaging in a course and/or if their grades are a concern.

If a student is not actively engaging in the course (e.g., not logging in, not submitting assignments, not participating in synchronous sessions or not watching recordings of sessions), the Student Success Manager (SSM) will contact the student to discuss the concern and offer potential remediation recommendations and/or support services. The SSM will alert the Assistant Director of Student Engagement and Retention, who in turn notifies the professor. Subsequently, the SSM will schedule an agreed-upon check-in with the student and continue to monitor their progress.

Students will be dropped from a course by the 10th instructional day for non-payment and/or non-attendance. Furthermore, the Academic Progress Committee can administratively withdraw a student based on financial non-payment, student conduct/unresponsiveness, or academic performance.

Satisfactory Academic Progress for Financial Aid Eligibility - The Higher Education Act requires that institutions of higher education establish minimum standards of Satisfactory Academic Progress (SAP) for students receiving federal aid. When assessing SAP for federal financial aid, the University reviews all terms of enrollment at Wake Forest University as well as transfer work accepted toward degree requirements at Wake Forest, regardless of whether the student received financial aid during those terms. The standards of academic progress outlined here do not replace or modify academic standards required for continued enrollment at Wake Forest University. The standards for financial aid eligibility are as strict as, or stricter than, the standards required for continued enrollment.

Evaluation of students' progress for financial aid purposes is made at the end of each term to determine financial aid eligibility for the upcoming fall, spring, or summer term. Students must meet the minimum standards below at the time SAP is evaluated. To maintain academic eligibility for federal aid, a student must:

- Have a passing grade of 'C' or higher for all required courses.
- Have an overall GPA of 3.0 or higher.
- Complete degree requirements within 150% of the maximum program length as defined in the School of Professional Studies Handbook. A student becomes ineligible for aid at the point it is determined that they cannot complete the degree requirements within the remaining maximum program length.

SAP will be monitored at the end of each semester. Any student placed on academic probation will automatically be placed on a financial aid warning for the following semester. Warning status lasts for one academic term during which the student may continue to receive student loans. Students who are still failing to make SAP after the warning period will become ineligible for Title IV aid.

SAP Appeals - Denial of aid under this policy may be appealed by the student, in writing, to the School of Professional Studies SAP Committee at spfinaid@wfu.edu. Appeals will be considered for the following circumstances; the death of a relative of the student; an injury or illness to the student; or other special mitigating circumstances. A student's appeal must include information regarding why the student is not meeting the SAP standards and what factors have changed that will allow the student's academic progress to improve by the next evaluation. In addition they will need to meet with their advisor to go over an academic plan so figure out what grades need to be received to achieve Satisfactory Academic Progress.

Reinstatement of Aid Eligibility - Successful appeals will lead to one of two SAP statuses: probation or academic plan. A student may be placed on probation for the subsequent enrolled term if it is determined that the student can regain eligibility after one term. If the student cannot regain eligibility after one term, the student may be placed on an academic plan that outlines future academic progress for the student as established by the Academic Progress Committee. The student will be notified of their SAP status via the student's Wake Forest email based on the outcome of the appeal. If the appeal is not granted, the student will be notified of the decision and will be financially responsible for their educational expenses.

Early Academic Warning - If a student receives a passing grade of B- or lower but still maintains a cumulative GPA of at least a 3.0, the Executive Director of Student Services and Alumni Engagement will send an Early Academic Warning notification via email. This notification will outline the program's academic expectations and the potential for academic probation. Students are encouraged to discuss available support and resources with a Student Success Manager. The student's progress will be monitored, and if they do not meet the 3.0 cumulative GPA requirement or pass all courses by the end of the semester, they will be placed on Academic Probation.

Academic Probation - At the end of each semester, each student's academic record is formally reviewed by the Executive Director of Student Services and Alumni Engagement. If a student is receiving financial aid, their academic record will also be reviewed by the Director of Financial Aid and Student Accounts. A student who fails a course is automatically placed on Academic Probation, and their academic record is reviewed by the Academic Progress Committee. If a student's GPA falls below 3.0, their academic record is reviewed by the Academic Progress Committee, and they are placed on academic probation. Conditionally admitted students who do not meet the 3.0 GPA requirement after their first course will also be placed on academic probation.

Students on academic probation can continue to participate in their program but are responsible for meeting the specifications outlined in the academic improvement plan created for them by the Academic Progress Committee. This plan may include special requirements to address academic deficiencies and recommended resources. The plan may also include requirements for completing incomplete grades, reducing course load, repeating a course (required for students who fail a course), and other requirements specified by the Academic Progress Committee. Students may choose to repeat a course for which they earned a passing grade of B- or lower, but they may only repeat a specific course once (details can be found on page 21 of the SPS Student Handbook).

A student enrolled in a Master' Degree Program or Graduate Certificate Program is considered to be in good academic standing when their cumulative GPA is equal to or above a 3.0 (B average). If standards are met, the committee will remove the student from probation. If these standards are not met by the end of the term following when they are placed on academic probation, the student will be placed on academic suspension.

Academic Suspension - Students on Academic Probation who do not meet Satisfactory Academic Progress (SAP) (i.e., do not earn a cumulative GPA of at least a 3.0 by the end of the subsequent semester) will be moved to Academic Suspension. Once notified of suspension by the Associate Dean of Graduate Programs and Information Technology, students are not permitted to further participate in their program for one full semester. After at least a one-semester break from coursework, the student may return to the program on Academic Probation status. During the period of enrollment on Academic Probation following Academic Suspension, the student must cover the cost of attendance without federal financial aid until they achieve a cumulative GPA of 3.0 (financial aid is not eligible for students who have been in

academic suspension status until they reach a cumulative GPA of 3.0). A student returning from academic suspension status will be academically dismissed if a B or better is not earned in all subsequent courses. This requirement ensures students achieve the 3.0 cumulative GPA needed for graduation.

Academic Dismissal - As noted above, a student returning from academic suspension status will be academically dismissed if a B or better is not earned in all subsequent courses. Students may also be academically dismissed if they are on academic probation and fail a course. Students who are unable to complete program requirements within the time allotted for degree completion will also be academically dismissed.

Students are notified of academic dismissal by the Associate Dean of Graduate Programs and Information Technology. If a student is dismissed after having registered for the following semester, they will be withdrawn from classes and will receive a full refund of tuition for that semester.

Degree/Certificate Completion and Conferrals

As students near the end of their program, they are added to a Graduation Course within Canvas, which outlines the steps for degree completion and conferral. This process includes completing a graduation application. The Academic Progress Committee will evaluate the degree or certificate requirements, ensuring students have earned a passing grade in all required courses, accumulated the necessary graduation credits, and achieved a cumulative grade point average of 3.0 or above across all graded activities. Degrees and graduate certificates are then conferred by the University's Board of Trustees.

Conferral dates are the second Friday in January, third Monday in May, and second Friday in September of each year. If a student completes a degree or certificate outside of these posted conferral dates, their degree or certificate will be included in the next conferral period.

Students are responsible for the cost of any reissue or reorder of their printed diploma. Details on how to place an order, associated costs, and fulfillment/shipping can be found [here](#). For assistance with this process, please contact spsreg@wfu.edu.

Academic Distinction

Students are eligible to receive academic distinction if they have earned a cumulative GPA of at least 3.8 and are in the top 10% of their degree program's graduating cohort. This distinction is noted in the graduation and hooding ceremony program, as well as on the academic transcript. Students who receive the distinction are notified via email after final grades are calculated each Spring and just prior to the annual graduation and hooding ceremony.

Graduation and Hooding Ceremony

Students who are conferred a graduate degree from the School of Professional Studies receive their academic hoods at an annual school-specific graduation and hooding ceremony held on-campus each May. All Wake Forest University graduate and professional schools host their own school-specific ceremonies the weekend prior to the annual undergraduate

commencement ceremony, which is held the third Monday of each May. Students invited to participate are those who conferred degrees in the previous summer, fall, and current spring semesters. Details for the School of Professional Studies annual ceremony can be found at <https://sps.wfu.edu/commencement/>.

Early Participation in the Annual Graduate Hooding Ceremony - Students are eligible to participate in the annual graduate hooding ceremony only upon successful completion of all degree requirements. Under **extenuating circumstances**, a student may petition to participate in the ceremony with a maximum of three (3) credit hours remaining in their degree program. Such petitions must be reviewed and approved by the SPS Commencement Working Group.

Eligibility Criteria - a) The student must have no more than three (3) credit hours remaining to complete their degree requirements; b) The student must demonstrate extenuating circumstances that necessitate early participation; c) Students granted early participation will only be permitted to participate in one (1) hooding ceremony; and d) Students must complete the remaining three (3) credit hours within the upcoming academic year.

Ceremony Acknowledgment - The ceremony program will clearly indicate that students participating early are doing so with remaining credit hours.

Petition Process - 1) Students seeking early participation must submit a completed "[Request for Early Participation in SPS Hooding Ceremony](#)" form to the SPS Commencement Working Group. 2) The form must detail the remaining course(s) and the specific extenuating circumstances justifying the request. 3) The SPS Commencement Working Group will review all petitions and make a final determination. **Note:** Participation in the hooding ceremony does not guarantee graduation. The degree will be conferred only upon successful completion of all degree requirements.

Library Services and Database Access

The Z. Smith Reynolds (ZSR) Library has a large collection of books, eBooks, journals, and online databases in the fields of health informatics and related topics. Students may check out books and ebooks for an initial period of four weeks. Students should use their WFU username and password when accessing online information or be prepared to present their Wake Forest ID card when checking out a book on the Reynolda campus. If assistance is needed with library resources or research strategies, please make an [appointment with a librarian](#) (virtual or in-person at the Reynolda campus).

Students have access to [industry/program-specific resources in the Pearl Cafe](#). These resources include access to program-specific databases and library resources.

Student Complaints

Situations may arise in which a student believes they have not received fair treatment by a University representative or has a complaint regarding the performance, actions, or inaction of the staff or faculty affects them. Mechanisms exist for the reporting and resolving specific types of concerns (e.g., student conduct, honor code, bias, grade disputes, harassment, and discrimination), and these should be fully utilized when appropriate. Students are encouraged to

seek assistance from professors or the Executive Director of Student Services and Alumni Engagement when evaluating the nature of their complaints and determining an appropriate course of action.

The complaint process outlined below is designed to address and resolve issues between individual students and the University or its various offices when a specific reporting and resolution mechanism is not already in place. A complaint cannot be filed on behalf of another person. A complaint should first be directed as soon as possible, and no later than 90 days after the event, to the person(s) whose actions or inactions gave rise to the problem. SPS tracks student complaints based on the following categories:

- **Irresponsible Treatment:** Action or inaction that violates university/program policies or professional conduct standards, adversely affecting a student's academic standing, progress, or experience.
- **Procedural Irregularity:** A deviation from established university/program/course procedures that adversely affects a student's academic standing, progress, or experience.
- **Arbitrary Decisions:** Actions that do not violate a university/program/course policy, standard, or procedure but result in an adverse outcome or treatment of a student without reasonable justification.
- **Discrimination:** Adverse treatment based on actual or perceived protected characteristics (e.g., race, gender, disability). *Note: Such complaints warrant a referral to the Title IX office/coordinator.*
- **Unfair Differential Treatment:** Favoring one student over another in a way that negatively affects or disadvantages one or more students, without an approved academic, pedagogical, or policy-based justification, and not otherwise based on actual or perceived protected characteristics.

For complaints in the academic (i.e., classroom) setting, the student should first communicate personally with or send a written complaint explaining the concern directly to the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the Academic Director. The Academic Director will communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. A student may appeal to the Associate Dean of Graduate Programs and Information Technology regarding the issue. The Associate Dean will study the matter, work with the parties, and reach a final resolution. Students uncertain about the proper channels are encouraged to seek advice from faculty, the Executive Director of Student Services and Alumni Engagement, or the Associate Dean. If the appeal concerns a direct report of the Dean of the School of Professional Studies, the Dean will make the final decision.

For complaints outside the academic setting, the student should first communicate personally with or send a written complaint explaining the concern directly to the individual involved. Should the student and individual be unable to resolve the concern, the student may then turn to the appropriate administrative channel for assistance, which may be an immediate supervisor or

the Executive Director of Student Services and Alumni Engagement. The immediate supervisor or Executive Director will meet or communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may appeal to the Chief Marketing & Student Services Officer (CMSSO) regarding the issue. The CMSSO will study the matter, work with the parties, and reach a final resolution. Students uncertain about the proper channels are encouraged to seek advice from faculty, the Executive Director of Student Services and Alumni Engagement, or the CMSSO. If the appeal concerns a direct report of the Dean of the School of Professional Studies, the Dean will make the final decision.

[The Office of Online Education](#) offers resources and support to professors teaching in hybrid or online formats. Furthermore, colleges and universities offering distance education courses or programs are required to provide current and prospective students with contact information for filing complaints with the educational institution, its accrediting agency, and the state agencies that handle complaints in students' states of residence. Students may contact the offices of the [State Authorization Reciprocity Agreement – North Carolina](#) (SARANC) via the North Carolina State Education Assistance Authority (NCSEAA), North Carolina's portal entity for the State Authorization Reciprocity Agreement (SARA). Upon reviewing the [complaint process](#), students may complete the [complaint form](#) and submit it either via complaint@saranc.org or to:

SARA North Carolina Director
North Carolina State Education Assistance Authority
PO Box 41349
Raleigh, NC 27629
(855) 727-2162 – toll free, (919) 248-4667 – local, or (919) 248-6667 – fax
information@saranc.org
www.saranc.org

Documentation regarding student complaints and resolutions is kept on file in the SPS Student Services Office until the student graduates, at which point it is securely destroyed. A summary log of complaints is maintained for institutional accreditation purposes.

ADMISSION, REGISTRATION & FINANCIAL SERVICES

Admission

Admissions Policy - SPS courses are designed as graduate-level offerings. Therefore, to be eligible for formal matriculation into any master's program or related certificate, a student must submit an application and have earned a bachelor's degree from a regionally accredited institution. Non-U.S. Residents requiring an F-1 Visa are not eligible for enrollment in an SPS program. Non-Degree Seeking applicants are subject to the same eligibility requirements. Students applying to the Masters in Educational Leadership program should have a satisfactory cumulative GPA of 2.7 or higher in their most recent degree earned.

Current undergraduate students are not permitted to take SPS courses.

An interview is a required element of the admissions process, and Degree-Seeking applicants will be expected to have an appropriate mix of academic preparation and work experience. The Admissions Committee (composed of the Chief Marketing & Student Services Officer, the Senior Director of Enrollment Management, and the Executive Director of the appropriate academic program) is responsible for admissions decisions.

Official Transcripts - Any candidate who submitted an unofficial transcript during the application process, is required to request an Official Transcript from the college or university that lists the Bachelor's degree conferral. Candidates who earned a degree outside the United States will be required to submit an official copy of a Course by Course foreign credential evaluation. In the event that a Course by Course evaluation is not available, students may submit a Document by Document foreign credential evaluation.

Definitions - The following are frequently used terms related to SPS enrollment:

- Admitted - To be fully accepted to a degree or graduate certificate program in SPS with no conditions.
- Conditionally Admitted - To be conditionally admitted to a degree or graduate certificate program in SPS means the student must demonstrate academic success, defined as a 3.0 GPA in the first SPS course.
- Deferral - A request submitted by an applicant who has been accepted for admission to SPS to delay their matriculation.
- Denied - An applicant who has not been admitted to the degree or graduate certificate program in SPS for which they applied.
- Waitlist - An applicant who has not been denied admission but is also not formally offered admission into a degree or certificate program. An applicant on the Waitlist may be offered admission for the academic term in which they applied no later than the first day of courses for that term. If the applicant is not formally offered admission at that time, they will need to reapply for admission to the next or following term.
- Degree-Seeking candidate - A student who is enrolled in an academic program and is working towards earning a master's, graduate certificate, or another degree offered by SPS.
- Non-Degree Seeking candidate - A student who is not enrolled in a degree or certificate program but is enrolled in a single course for academic credit or non-academic credit.
- Program of Study Change - Moving admission from one SPS program to another.
- Readmission - Status for previously withdrawn students returning to SPS in a previous or different program of study.
- Concurrent Enrollment - Refers to SPS students being enrolled concurrently in either two distinct programs within SPS, or an approved dual-degree program that includes completing an SPS graduate program and another graduate program at Wake Forest University. Students earn two distinctive credentials from Wake Forest University but

may be able to double count a set number of predetermined courses (see Alternative Course Credit policy for details).

Declaration and Intent Timing - Students are required to declare their intention to earn a degree or certificate at the time of enrollment. If intentions change and a student is interested in a different SPS program, they should contact their Student Success Manager to discuss next steps.

Conditional Admissions - Students who are conditionally admitted to SPS must demonstrate academic success, defined as a 3.0 GPA in the first course. If this requirement is met, the conditional admission is removed from the student's record. Students are notified of conditional admission status in their acceptance letter. Students who do not meet the 3.0 GPA requirement will be placed on academic probation.

Deferral (Deferring graduate admission) - Graduate students in degree and certificate programs are expected to start their courses in the term for which they applied and were admitted. If an extenuating circumstance arises that will prevent a student from matriculating, the student may submit a request to defer enrollment to the following term (i.e., from the one in which the student was originally admitted).

Students are eligible to defer one time for the program in which they are seeking enrollment. For example, if the student defers from Summer 2026 then the student must start classes no later than Fall 2026. If the student is unable to start at the beginning of the next term following the deferral period, the student may withdraw and reapply. Application materials will be kept on file for up to one year.

**Please note that a deferral is not the same as a request for leave of absence. For current students exploring a leave of absence due to medical, family, or personal reasons, please refer to the Student Handbook, talk with the assigned Student Success Manager, or contact the Assistant Director of Student Engagement and Retention at stuserv@wfu.edu.*

The enrollment deposit for a student who has been granted a deferral will be honored and applied to their updated start date. If the student does not start during the following term, the enrollment deposit will not be refunded or transferred to future enrollment.

To request a deferral, the student must submit an email request to the assigned Student Success Manager or to spsadm@wfu.edu prior to the first day of classes for the original semester of enrollment (i.e., if admitted for fall semester, the deferral request must be submitted prior to the start of fall classes). The following information should be included in the request:

In the email subject line: "Program Deferral Request_Your Last Name"

In the email please include:

- Your Name

- Your current email address
- The new term in which you wish to begin
- Reason for deferral

Readmission - A student who has withdrawn from their SPS program or who did not return from an approved leave of absence within one year may petition the Academic Progress Committee for readmission. Petitions for readmission will normally be considered only for those students who request readmission within two years of the date that they were withdrawn from the program or began an approved leave of absence.

Students who apply for readmission must ensure they have no outstanding balances with the University prior to submitting a [Readmission Request](#) form and going through the readmission process. The Senior Director of Enrollment Management will outline the steps to re-apply upon receiving the request. The student may be asked to submit a new application and may be required to submit a new resume and/or admission interview. If a final official transcript is not on file, the student will be required to order an official copy from their undergraduate institution.

English Proficiency (TOEFL or IELTS) - Applicants whose native language or primary language of instruction is not English may be required to submit TOEFL or IELTS scores to demonstrate English Proficiency. Exceptions are made for U.S. citizens, permanent residents, and those who completed their undergraduate studies at an English-speaking college or university. Please contact spsadmissions@wfu.edu to request specific details regarding your requirements.

The Admissions Committee recommends a minimum TOEFL score of 100 (iBT) or an official IELTS score of 7.0. However, score minimums are guidelines only; all scores will be reviewed in the admissions process and minimums may be waived for applicants who have resided and worked in the U.S. for an extended period of time. Applicants who earned a degree from an institution outside of the US must submit a foreign credential evaluation by a company such as World Education Services (WES) or the Center for Educational Documentation (CED). We require a course-by-course evaluation. Candidates should have all transcripts evaluated including but not limited to bachelors, post bachelors, masters etc.

Enrollment Verification - Some places of work or financial institutions may require a student to submit enrollment verification. Students can access an enrollment verification form via Workday Student or by requesting the form via email at spsreg@wfu.edu.

Staff Contact - [Melissa Ratliff](#), Senior Director, Enrollment Management

Registration

Workday Student, the university's student information system, provides access to registration, course planning, and academic progress reports. Tutorials for using Workday Student for these processes can be found in The Pearl Cafe resource course within Canvas. Questions should be directed to your Student Success Manager or the SPS Registrar at spsreg@wfu.edu.

Add/Drop - School of Professional Studies courses are designed to be engaging and rigorous, requiring commitment and participation from Day 1. Enrolled students are able to add or drop a course before the start of Week 2 within Workday.

Students can withdraw from a course without financial obligation through Week 2, but before Week 3. If a student withdraws from a course after Week 2, a refund, based on the [SPS Refund Schedule](#), is processed. Due to the accelerated nature of SPS courses, add/drop/withdraw dates and refund implications are specific to SPS and may differ from the dates listed on the University Registrar's website for on-campus courses. Questions about adding or withdrawing from a course should be directed to your Student Success Manager or to the SPS Registrar at spsreg@wfu.edu.

Overview of Transfer Credit, Course Substitution, and Course Waivers) - Students may request course credits through alternative options such as transfer credit, course substitutions, and/or course waivers. Students cannot be granted a course substitution, course waiver, or transfer course for more than three courses total in any master's degree program or for one course in any graduate certificate program.

See details below about each of these options. Please note that submission of any of these requests does not guarantee approval. For further questions, please contact spsreg@wfu.edu.

Transfer Credit- Courses taken at other institutions may, under certain circumstances and with the advanced approval of the Academic Director or their designee, be applied toward graduation credit hour requirements. Submission of the request does not guarantee approval.

The grade earned in the course; must be a "B" (3.00) or better; grades of P/F are not accepted for transfer credit. An official transcript reflecting the earned grade should be submitted to the Executive Director of Student Services and Alumni Engagement via the completed [Transfer Credit Request Form](#). **NOTE:** Transfer credits cannot be older than five years. If approved, the response will indicate the number of credits to be applied toward graduation and the minimum grade requirement. The course will be entered on the student's record of academic performance as a transfer course.

Undergraduate credit is not permitted to be applied toward or transferred into a SPS graduate degree program. Capstone courses are considered core requirements and cannot be transferred from another institution or academic program. Any extra tuition or fees involved in taking a course from another unit of the University are the responsibility of the student. No student on academic probation or suspension from Wake Forest University may take coursework at another institution and have that work transferred to Wake Forest University for credit.

Should the student want to appeal the decision made by the Academic Director (or their designee) due to faculty indecision, potential biases related to the transfer credit or institution, or

any other reason, the student can appeal the decision to the Associate Dean of Graduate Programs and Information Technology.

Course Substitutions - A course substitution allows a student to use an alternative course with similar course content and objectives to meet a program requirement. Course Substitution Requests are only permitted for courses to be taken in other academic units of Wake Forest University. Submission of the request does not guarantee approval.

Courses taken for graduate credit at the School of Professional Studies, but which are in: 1) other units of Wake Forest University, or 2) an SPS program other than the one in which a student is currently enrolled, will appear on the student's record of academic performance and will be designated as such. Grades earned will count in the computation of the student's GPA based on the credit values approved by the Academic Director or their designee. Click [here to review the Course Substitution Request form](#).

Course Waivers - A course waiver allows students to graduate without completing a specific graduation requirement or program requirement by taking an alternative course. A course waiver may be requested if a student believes that their prior academic or relevant work experience is equivalent to the mastery of the course content and/or addresses the same learning objectives of the course they wish to waive. Students do not receive grades, credits, or a reduction of credits required for program completion for waived courses; rather, the process allows a student to take an elective course (in consultation with the Academic Director) within the School of Professional Studies in place of the waived course.

To request a course waiver, the student must submit a [Course Waiver Request Form](#) along with documentation of proficiency (e.g., academic transcript, resume, copy of course syllabus) for the content in the course for which the waiver is being sought, as well as a preferred replacement course. Submission of the form does not guarantee approval. The course waiver request is reviewed by the Executive Director of Student Services and Alumni Engagement and the Academic Director. Final decisions reside with the Academic Director.

Students cannot be granted a course waiver, course substitution, or transfer course for more than three courses total in any master's degree program or one course in any graduate certificate program.

Cross-Registration/Enrollment - Students in other Wake Forest University graduate programs can request to enroll in an SPS course via the [Cross Registration Request Form](#). Once this form is completed and submitted by a student, it proceeds to the student's Academic Advisor and the on to the SPS Academic Director for approval. Once the Academic Director approves of the cross registration, the form is sent to the SPS Registrar and to the Registrar of the student's "home" school. The student's Registrar (of the school to which they are admitted) registers that student into the SPS course.

Current SPS students that wish to register in a course from another Wake Forest University school/program are encouraged to consider other courses within the School of Professional Studies before exploring other Wake Forest University courses. If a student is interested in a course outside of their own program (whether that be a different SPS program or another Wake Forest University program), the student must request permission from their program's Academic Director utilizing the [Cross Registration Request Form](#). SPS students are registered for the course by the SPS Registrar.

Approval is provided on a case by case basis.

Concurrent Enrollment Policy - Students wishing to concurrently enroll in either two SPS programs or an approved dual degree program must adhere to the application process for each distinctive program. For SPS students enrolling in a concurrent SPS program, upon admission into a concurrent program, students complete the [Course Equivalency Request Form](#) to seek approval for course equivalency (courses that may be considered for double counting across programs). The Course Equivalency request is reviewed by the Executive Director of Student Services and Alumni Engagement and the Academic Director. If approved, the response will indicate the number of credits to be applied toward meeting the requirements of the second degree program.

For students enrolled in designated dual-degree programs, courses eligible for double counting will be identified in the approved program requirements and require no additional approval.

Students who are enrolled at another (external) institution may be able to receive Title IV aid. Eligibility will be reviewed at the time of admission.

Stackable Credential Policy - Credits earned in the completion of a graduate certificate from the School of Professional Studies can be applied toward the requirements of the associated master degree program (e.g., courses from the Project Management graduate certificate can be applied towards the Master's in Project Management). The credits earned in the graduate certificate may not be older than five years before applying towards the associated masters degree.

Students who wish to stack certificates into a degree program must contact the [SPS Registrar](#) to initiate the transfer.

Withdrawals from Program - If a student desires to voluntarily withdraw from a program, they should first discuss the plans with their Academic Director. Students receiving financial aid should also consult with the Director of Financial Aid and Student Accounts to understand implications of withdrawing on financial aid funding, possible return of funds, and repayment. To withdraw, a student must submit a request via Workday ([job aid](#)) which is routed to SPS staff, including the student's Academic Director. A student who withdraws must clear all accounts with the appropriate Financial Services office. Reimbursement of tuition and fees for the semester will be made according to SPS/University policies in effect at that time. Attendance starts from the first day of classes. Fractions of a week count as a full week.

Transcripts - Transcripts are processed through the Office of the University Registrar, with complete directions on how to request one at [the Office of the University Registrar website](#). If you have any questions concerning the process, the SPS Registrar can be reached by email at spsreg@wfu.edu. Unofficial transcripts are accessible to students via Workday; this [job aid](#) provides illustrations and step-by-step directions.

Name and Address Changes - For a name change, current SPS students who do not live near the Wake Forest main campus in Winston-Salem can use the [Name-Change-Form](#). This form, along with all relevant documentation, must be mailed to:

Wake Forest University
Office of the University Registrar
P.O. Box 7207
Winston-Salem, NC 27109-7207

To expedite this process, current SPS students who live in the Winston-Salem area can bring two forms of government issued IDs to the Office of the University Registrar, Reynolda Hall 110.

Address changes may be made in any of the following methods:

- Via Workday Student ([job aid for updating contact information](#))
- By sending an email to spsreg@wfu.edu.
- In writing to:
Wake Forest University
Office of the University Registrar
P.O. Box 7207
Winston-Salem, NC 27109-7207

Program of Study Change - For students who are not currently Wake Forest University students, a formal admission application must be submitted. A current Wake Forest student who wishes to transfer from one Wake Forest program to another should contact the SPS Senior Director of Enrollment Management to review the requirements for a program of study change and must submit a Program of Study Change request in Workday ([see job aid](#)), which includes a statement of intent as to their interest in transitioning from one program to the other. Current and prospective program teams will work to make an admissions decision. When the program change request is approved, the SPS Registrar will assist with administrative processes to reflect withdrawal from the initial program and transfer into the new program.

In addition, the student will be reevaluated for financial aid if appropriate. Note that institutional scholarships are connected to the program from which a student is transferring; therefore, funds may not follow the student to their new program. Please talk with the [SPS Director of Financial Aid](#) for any aid or scholarship questions.

Staff Contact - [Kara Traverse](#), SPS Registrar

Financial Services and Financial Aid

Account/Financial Responsibility - Wake Forest students are financially responsible for making payment to the University. Failure to review your Workday account does not warrant exemption from the payment of tuition and fees or from penalties and restrictions.

Failure to pay balances due on a student account may result in a financial hold. This hold may prevent registration, change of registration, or receipt of an official diploma. This hold does not prevent transmission of grades.

All Wake Forest students are assigned a Wake Forest Google Mail account. That email account, in addition to your Workday account, is used by Student Financial Services to communicate financial information to the student such as hold notifications, upcoming payment deadlines, etc.

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of tuition and fees outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of tuition and fees at any time up to three months before the start of a semester.

Billing and Tuition Deadlines - The Workday Student Financials page allows students and users with Third-Party Access to view their student account, print account statements, and initiate payments. Students can access their Student Financials page by logging into Workday, clicking View Profile, and then selecting Student Financials.

SPS Billing Dates are listed below:

Semester	Billing Date	Payment Due
Fall	July 2	August 1
Spring	November 2	December 1
Summer	May 2	June 1

Cost of Tuition - Students at the School of Professional Studies are charged per credit hour. 2025-26 School of Professional Studies Tuition Rate: \$1,298 per credit hour. Tuition Rate for the Master in Educational Leadership: \$1,244 per credit hour. Tuition is reviewed annually each spring and subject to a 3-5% increase. Exact rates for the 2026-27 Academic Year have not yet been set by the University's Board of Trustees.

Full-Time Status - A student enrolled in the School of Professional Studies is considered full-time when registered for 6 or more credits during a given semester. Students are not encouraged to take more than two courses (6 credits) at one time or during one mini. A student may switch between full-time and part-time enrollment throughout their program of study, provided they fulfill graduation requirements within the designated time period. There could be

financial aid implications depending on a student's enrollment status, so students are encouraged to meet with the financial aid office if there is ever a change in enrollment status.

Minimum Hours Required - There are no minimum hours required for enrollment in a graduate degree or graduate certificate at the School of Professional Studies. However, students are encouraged to enroll in 3 credits per semester to stay on track and to successfully fulfill graduation requirements within the allowed time for completion (see *Time to Completion*).

Deposits - A new student deposit of \$500 is required for all new Wake Forest University students enrolled in a degree and/or certificate program. The deposit is nonrefundable and is credited to the first semester tuition bill. The deposit amount credited to the first semester tuition bill is the total amount minus the processing fee.

Payment Options (Credit Courses) - Students registered for credit-bearing programs have a variety of options for payment that include (payment options listed on the Financial Services website at <https://finance.wfu.edu/students-parents/sfs/payment-methods/>):

- eCheck through the QuikPay payment portal (linked through Workday)
- Cash or check at the Cashier's window in Reynolda Hall 107 in Winston Salem, NC
- Check sent by mail to P.O. Box 890701, Charlotte, NC 28289-0701
- Electronic 529 payment: If you have a college savings plan, reach out to your provider to see if an electronic payment can be made for your balance.
- Flywire - for international payments
- CIBC International Student Pay - for international payments
- Monthly Payment Plan: Wake Forest University School of Professional Studies students - who are enrolled in both mini sessions each semester - have the opportunity to participate in an interest-free, monthly payment plan through Nelnet Business Solutions. This is not a loan. No interest or credit check is required, but an enrollment fee is charged.

Wake Forest reserves the right to terminate a monthly payment plan agreement due to returned or revoked payments. Upon termination, the student will be responsible to pay the University any balance owed. The only acceptable methods of payment will be cash, check, or eCheck.

[Students interested in participating in the monthly payment plan can view the details at https://go.wfu.edu/paymentplan.](https://go.wfu.edu/paymentplan)

Returned Checks/Rejected Payments - All returned checks and rejected eCheck payments will be assessed a \$25 fee. If an account indicates a history of returned checks, the University may require future payments by money order or certified check. (This policy is not applicable to the monthly payment plan.)

Third Party Payment Documentation/Sponsored Billing - If a sponsor (i.e. any outside agency, company, or state prepaid tuition program) will be paying all or part of a student's Wake Forest

tuition and/or fees, and the sponsor requires a bill from Student Financial Services, the student must follow the Sponsored Billing Contract Arrangement Process located at <https://go.wfu.edu/sponsoredbilling>.

The student will complete a WFU Financial Responsibility and Release of Information form to begin the process. It is the student's responsibility to ensure that their account balance has been paid by the University established due dates.

Past Due Balances - A student carrying a past-due balance may be restricted from:

- Accessing current courses in the LMS (Canvas)
- Registering for future semesters
- Receiving regalia and participating in the Hooding ceremony
- Receiving a diploma
- Returning from leave of absence
- Being reinstated as a student

Refunds/Reimbursement Policy - The School of Professional Studies is designed for working professionals who seek to grow professionally while maintaining flexibility. SPS understands that opportunities and disruptions will occur during a student's program and we seek to be as flexible as possible so students can successfully complete their plan of study within the required time period.

A student who officially withdraws during a semester may be entitled to a tuition refund depending on the student's date of withdrawal. Refunds will be reduced by the amount of any outstanding charges on a student's account. There are no refunds for mandatory fees after the first-class day in a semester as reflected in the academic calendar. If a student withdraws from a course and/or program, refunds are issued as per the SPS refund schedule (below) based on start dates of each mini-term.

Refund Schedule - Students will be dropped from a course by the 10th instructional day for non-payment and/or non-attendance. Furthermore, the Academic Progress Committee can administratively withdraw a student based on financial non-payment or unresponsiveness.

OFFICIAL DATE	TUITION REFUNDED
Before classes begin	100% (- deposit)
1st-2nd weeks of classes	100%
3rd-4th weeks of classes	50%
After 4th week of classes	0%

A student using scholarships, grants, or loans to help pay educational expenses, whose account was paid-in-full prior to withdrawal, is likely to owe the University after withdrawal. Return of Title IV funds are handled in accordance with federal law. Please refer to [Wake Forest's official Refund of Charges](#) policy and [Return of Financial Aid funds policy](#). Students should consult the [Director of Financial Aid and Student Accounts](#) for more information.

Tuition, fees and all other charges will not be refunded when a student is suspended or expelled from the University as a result of a Student Code of Conduct or Honor Code violation. Return of Title IV funds are handled in accordance with federal law. As noted above, the admission deposit is nonrefundable and is credited to the first semester tuition bill. The deposit amount credited to the first semester tuition bill is the total amount minus the processing fee.

Wake Forest University students can also register for the tuition insurance plan offered by GradGuard that guarantees up to a 100% refund throughout the semester for withdrawal due to illness, injury, mental health, chronic illness, death of a tuition payer, or loss of employment of a tuition payer. You can find more information regarding the tuition insurance plan at <https://finance.wfu.edu/students-parents/sfs/tuition-insurance/#20220915192449>.

Processing and Disbursement of Refunds - Adjustments to charges, prepayments, financial aid disbursements and overpayments often result in credit balances on student accounts. Students should use the following instructions to set up direct deposit for student refunds at <https://go.wfu.edu/directdeposit>.

Financial aid disbursement refunds are processed three to five business days after financial aid is disbursed and after the start of classes for the fall, spring, and summer semesters.

If a refund is requested for a credit balance after the first day of class, the refund is issued to the Wake Forest student unless it is a trust payment or a return of an outside scholarship due to withdrawal.

If a student/authorized payer uses a monthly payment plan, no refunds can be processed until the last payment has been paid and resulting in a credit balance on the student account.

Student Financial Services only accepts funds that cover a student's educational expenses. If a payment is received that is not for payment of educational expenses for the current term, a student can request to either: (1) Leave the funds on their student account to cover future term educational expenses or (2) Wake Forest will return the funds via the original method of payment to the originator of the payment. Contact Student Financial Services at sfs@wfu.edu or 336-758-5234 with any questions.

University Disruption Refund Policy - Circumstances may arise during a semester that cause significant disruptions to University operations and result in the University closing the campus. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health

crisis, power of government, or any other circumstance like or unlike any circumstance mentioned above, which is beyond the reasonable control or authority of the University. In the event of a significant disruption to University operations either:

- During a semester that results in the University closing campus for the remainder of the semester;
- At the beginning of a semester that delays or prevents the University opening campus; or
- During a semester that results in the University closing campus temporarily during the semester.

There will be no refunds for tuition or Deacon Health, Student Activity, or any other fees paid by or on behalf of students. Refunds (if applicable) will be calculated at the end of the semester. This policy applies to significant disruptions where the University closes campus. It does not apply where students officially withdraw from the University or are officially granted leave of absence status during a semester. Refunds, if any, in those circumstances are governed by the [University's Refund of Charges Policy](#).

Student Loans and Financial Aid - Wake Forest University participates in the Federal Direct Loan program. Options for graduate students are listed below. Students may also be eligible for private/alternative educational loans.

- *The Federal Direct Unsubsidized Loan* - Students may borrow up to \$20,500 per academic year. Information on interest rates, accrual of interest, repayment terms, effect of withdrawal, grace periods, and origination fees, along with other terms and conditions, can be found at www.StudentAid.gov.
- *Private Educational Loans* - Private educational loans may be available to help students pay for educational expenses. Interest rates can vary and are generally based on credit score. A free credit report can be obtained at AnnualCreditReport.com. To learn more about supplemental loans, please visit elmselct.com. Visit [Federal Student Aid](#) for a comparison of federal and private student loans.

Beginning July 1, 2026 changes to graduate federal loan programs will take effect. Most visibly, the Graduate PLUS Loan will no longer be available to new borrowers. At the same time, new annual and lifetime federal loan limits will apply to graduate and professional students as part of a broader restructuring of federal graduate borrowing.

Students who have received a federal student loan disbursement for their current program of study prior to July 1, 2026 and who remain continuously enrolled in that same program are expected to be grandfathered under the existing graduate borrowing rules. Eligible students may continue to borrow under those rules for up to three additional years or for the remainder of their program's standard time to completion, whichever is less.

The following situations require additional review under the new rules and may affect eligibility for grandfathered borrowing:

- Leaves of absence, withdrawals, or readmissions
- Changes in program of study, including joint or dual-degree programs
- Prior graduate borrowing that may approach lifetime limits

Additional information can be found at www.studentaid.gov.

Tax Form for Credit Courses - Each year by January 31, Wake Forest University makes available via Workday (student must give online consent) or mails an IRS Form 1098-T to all students who had qualified tuition and other related educational expenses billed and paid to them during the previous calendar year.

Depending on your income (or your family's income, if you are a dependent), whether you were considered full or half-time enrolled, and the amount of your qualified educational expenses for the year, you may be eligible for a federal education tax credit. You can find detailed information about claiming education tax credits in [IRS Publication 970](#). Students can grant consent to view and print their 1098-T online via Workday. This [video](#) provides step-by-step instructions.

Pursuant to The Veterans Benefits and Transition Act of 2018 - GI Bill and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) may attend a course of education or training for up to 90 days from the date the beneficiary provides: A certificate of eligibility, or a "statement of benefits" obtained from the VA's eBenefits web site, or a valid VAF 28-1905 form for Chapter 31 authorization purposes, provided that the student beneficiary provides such documentation to the appropriate VA Certifying Official no later than the first day of a course of education, and provided that the student provides any additional payment amount due that is the difference between the amount of the student's financial obligation and the anticipated amount of the VA education disbursement to Wake Forest University.

This policy allows a student to attend the course until the VA provides payment to Wake Forest University. Wake Forest University will not impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA.

[Veterans Educational Benefits](#) - The U.S. Department of Veterans Affairs (VA) has approved Wake Forest University as an eligible institution at which students may use its Education Benefit Programs. The University has established a policy to meet the requirements of the Veterans Benefits and Transition Act of 2018 (Public Law 115-407), section 3679 of Title 38, U.S. Code as amended.

Eligibility for Veteran's benefits is assessed by the VA. Students eligible for Veteran Benefits should submit either an updated "Certificate of Eligibility" or Statement of Benefits. We advise students to visit the VA website or their local VA office to begin the process for obtaining a "Certificate of Eligibility" (COE) or a Statement of Benefits. The COE or Statement of Benefits can be submitted electronically to the School of Professional Studies Office of Financial Aid at

spfinaid@wfu.edu. The SPS Office of Financial Aid will electronically submit enrollment certification to the VA to initiate payments. If a student used their benefits at a previous college, they must submit a "Request for Change of Program or Place of Training" Form (22-1995A) to the VA.

Students must be enrolled in a degree program and maintain Satisfactory Academic Progress (SAP) to continue to use their benefits. The following degree/certificate programs are approved by the Department of Veterans Affairs for educational benefits: Project Management, Digital Marketing, Communications, Educational Leadership, Financial Technology & Analytics, Health Administration, Enterprise Risk Management, Public Administration, and Health Informatics. We are working toward adding our additional programs for approval.

Students receiving VA educational benefits will be required to pay the difference between the amount owed on their student account and the amount of the VA education benefit disbursement within 10 days of the start of the term.

For more information, visit: <https://www.va.gov/education/>.

Other Financial Resources

- [Financial Awareness Counseling](#)
- [Federal Interest Rates and Fees](#)
- [Federal Student Aid and Identity Theft](#)
- [Tax Benefits for Higher Education](#)
- [AnnualCreditReport.com](#)
- [Loan Forgiveness, Cancellation, and Discharge](#)
- [Loan Consolidation](#)
- [Avoiding Default](#)
- [Getting Out of Default](#)
- [Resolving Disputes \(federal programs\)](#)
- [AccessLex Student Loan Calculator](#)
- [Federal Student Aid Loan Simulator](#)

Staff Contact - [Linda Higgins](#), Director of Financial Aid and Student Accounts

NON-CREDIT PROGRAMS

SPS offers non-credit professional development programs that are designed to offer opportunities to reskill, upskill, or enhance one's expertise or experience. Non-credit programs are not listed on Wake Forest University transcripts and cannot be used toward credit-bearing graduate certificate or degree program requirements. For more information about [open enrollment](#) courses, non-credit certificates, [bootcamps](#), or [custom programs](#), visit our [Executive Education](#) website. SPS alumni are eligible for a discount on open enrollment courses, please

reach out to excedinfo@wfu.edu for more information and [join our mailing list](#) to keep up to date on offerings.

UNIVERSITY POLICIES

Sex-Based Discrimination and Sexual Misconduct (Title IX)

Title IX is a federal civil rights law that was passed as part of the Education Amendments of 1972. It prohibits sex-based discrimination in any school or other education program that receives federal money. Wake Forest University is committed to providing an academic and work environment that is free from sex discrimination (including discrimination on the basis of sex, sexual orientation, gender identity, and gender expression) and sexual misconduct (including sexual harassment, sexual assault, domestic violence, dating violence, and stalking). This commitment applies to admissions, employment, and access to and treatment in University programs and activities.

When students, employees, or other individuals experience acts of sexual misconduct or other forms of gender discrimination or harassment, their sense of safety and trust are violated. This may significantly interfere with their success at the University. Our community expects that all interpersonal relationships and interactions – especially those of an intimate nature – are based upon values of mutual respect, dignity, responsibility, open communication, and clear consent. The Student Sexual Misconduct Policy and Faculty and Staff Sexual Harassment Prevention Policy have been developed to address all types of sexual misconduct, including sexual assault, sexual harassment, stalking, dating violence, and domestic violence. Please read the complete policies to access critical information, such as: how to report an incident of sexual misconduct; how to get support and assistance; how to request accommodations or other interim measures; steps of a fair, prompt, and impartial investigation and adjudication process; contact information for campus and community resources; and information about individual rights and confidentiality: [Wake Forest Title IX Office and Sexual Misconduct Policies](#).

We take all allegations of sex discrimination and sexual misconduct very seriously. We welcome your involvement in fostering a community that strives to prevent unlawful gender discrimination and sexual misconduct in all their forms, to compassionately respond to and support survivors as well as those affected by sexual misconduct, and to ensure the equitable treatment of persons accused of wrongdoing. For additional support or to make a report on sex discrimination, harassment or other sexual misconduct, please visit the website at <https://titleix.wfu.edu/#> or contact the Director of the Title IX Office at 336-758-7258 or titleixcoordinator@wfu.edu.

Accommodations and Accessibility

[The Center for Learning, Access, and Student Success](#) (CLASS) provides academic support services, including academic coaching and disability accommodations, to Wake Forest University students learning remotely or at off-campus instructional sites. Services for students will be offered remotely through phone and/or video conferencing as appropriate. Wake Forest

University views the provision of reasonable accommodations, modifications, or auxiliary aides to enable equal access for students with disabilities as a collaborative process among students, professors, and staff. The Center for Learning, Access, and Student Success (CLASS) staff considers individual needs in each request and encourages an age-appropriate level of self-advocacy with students.

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 prohibit discrimination against individuals with disabilities. According to this federal legislation, no otherwise qualified individual with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.

Students with documented disabilities should contact the Center for Learning, Access, and Student Success office (336-758-5929) as early as possible to determine if an accommodation may be warranted. If a disability manifests during a course, reasonable accommodation will be made after documentation and guidance is obtained from the Center. Accommodations cannot be retroactive. Information about disabilities will be shared only on a need-to-know basis.

Students who request academic accommodations are required to disclose their disability to the Center for Learning, Access, and Student Success. In addition, they must provide documentation of their disability to support their request. Once it has been determined that students are eligible for reasonable accommodations, the student will utilize the electronic system maintained by the CLASS office to notify professors of approved accommodations as early as possible in the course. Students are encouraged to schedule an appointment with each professor to provide a copy of their letter and to discuss implementation of their accommodation(s).

- Students are ensured equal access to all programs.
- Students' disability-related records will be used to determine appropriate accommodations/services and will be kept separate from academic records.
- Students must provide the CLASS with documentation of a disability and the need for accommodation.
- Students must initiate a meeting with the CLASS staff to discuss the accommodation request in a time frame that allows adequate time to arrange the accommodations.

Wake Forest University reserves the right to determine the appropriateness of submitted documentation and requests for accommodation on a case by case basis, using the professional judgment of the CLASS staff and the Committee for Students with Disabilities. Additional information may be requested to verify the disability and to make a decision on accommodations. The CLASS staff will work to provide the student with a timely response to their requests, but the time frame will vary depending on the nature of the accommodation request. School of Professional Studies students unfamiliar with the CLASS office can contact their Student Success Manager (SSM) or the Executive Director of Student Services and Alumni Engagement for assistance and guidance.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) Visit <https://registrar.wfu.edu/academic-records/privacy/> for an overview of the rights and additional information, including information about what the University considers “directory information” under FERPA.

Student Visas

The U.S. immigration system allocates certain visa types for students that seek to study in the states. Wake Forest is authorized to sponsor students on the following two visa categories: F-1 Student Visa and the J-1 Student Visa. Click the link above to learn more about the categories, visa status, and the visa stamp. According to the US Department of Homeland Security, “Only one online or distance learning class can count toward a full course of study for an F-1 student during each term or semester.” International students are typically not issued F-1 visas for fully online degree programs.

Wake Forest University Law School (336-758-5430) maintains a list of counsel for those who may need legal and Visa assistance.

Clery

The most recent Annual Crime and Fire Safety Report is [available on the Wake Forest University Police website](#). This document contains information regarding campus security and personal safety. It also contains information about crime and fire statistics for the previous three calendar years. Crime statistics are for occurrences on campus; in certain off-campus buildings or property owned or controlled by Wake Forest (including branch campuses); and on public property within or immediately adjacent to campus. Fire statistics are for on-campus residence halls.

[Information on drug or alcohol-abuse programs required by section 102\(a\) through \(d\) of HEA can be found on the University's Thrive website here](#). If you are unable to access the website and/or you would like a printed copy, please contact police records at 336-758-4566.

Immunization Policy

The University has adopted an [Immunization Policy](#) and [COVID-19](#) Immunization Policy.

North Carolina State law (G.S. 130A-152) requires documentation of certain immunizations for students attending a North Carolina college or university. *Where required, students must submit certification of these immunizations prior to registration. Documentation should be on or attached to the completed WFU Student Health Information Summary and Immunization Form provided by the Student Health Service* in order to assure correct identification of the student. Students may download forms, and access relevant policies, at the [Wake Forest University Student Health Service web page](#). Students can also contact shs@wfu.edu directly.

SPS students in fully-online degree or certificate programs who will not attend any classes on-site are not required to comply with the above immunization policies. Students attending immersion weekends are required to comply with university immunization policies.

TECHNOLOGY

Acceptable Use of Resources

The University's computing resources are for administrative, instructional, educational, and research use by the students, professors, staff, vendors and contractors of Wake Forest University. Ethical standards which apply to other University activities (Honor Code, Student Code of Conduct, and all local, state, and federal laws) apply equally to use of University computing resources. As in all aspects of University life, users of the University's computing resources should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are just as wrong in the context of computing resources as they are in all other domains. The complete policy statement is available online at:

<https://is.wfu.edu/services/policies-and-standards/>

User Account and Password Information

Students are issued an account that provides access to the Wake Forest University domain and a variety of Wake Forest University resources. Information on setting up and using this account can be found on [Wake Forest Information Systems \(IS\) website about student accounts](#).

Please note that a student's password should NOT be shared with anyone. The student's username will remain the same throughout their tenure at Wake Forest.

By using the student username and password, the student agrees to the terms and conditions in the Policy on Responsible and Ethical Use of Computing Resources. Read the full policy at <https://is.wfu.edu/services/policies-and-standards/>.

Accounts and Passwords - Student account passwords expire every 12 months. Information Systems will notify students by email when it is time to change their campus computing password. For more information on student accounts and the password expiration process please visit the Wake Forest Central IS site for helpful information: [Account and Password Management](#). This site outlines password requirements, expiration process, how to unlock a locked account, and how to reset a password.

Email

Wake Forest currently uses Google as an email service provider. The Wake Forest account is a full Google Workspace account including Calendar, Drive, and Chat. Many Wake Forest services use Google Single Sign On (SSO) to login, such as Canvas, Workday, Zoom, etc.

Access the account by visiting google.wfu.edu and entering student Wake Forest email address (*username*)@wfu.edu and account password. Access to these accounts expire approximately 60 days post the time of a students degree conferral. Prior to this date, it is best to back up and

save any content you would like to retain - students have the ability to use [Google Takeout](#) to help facilitate this process.

Audio/Video Recording Policy

Recording of Class Sessions - All or some in-person and synchronous classes may be recorded. Student images and voices may be captured in these recordings. Recordings will be available for viewing only by students enrolled in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.

Recording Tails in Synchronous Classes - Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care to not discuss any confidential matters during these periods of time.

Access to Recordings - Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.

Copyright Notice - The University and the professors have legal rights in class recordings.

Hardware Requirements

What computers are supported by SPS? - The School of Professional Studies (SPS) supports both Windows PCs and Apple Macs that meet the minimum requirements outlined below. Chromebooks are not recommended as a primary device as some courses may require software that can be downloaded and need Windows/Mac operating systems to operate correctly.

A personal laptop is highly recommended over a work-issued computer. Depending on the security settings on a work laptop, students may experience difficulty installing software required for courses. Students in the banking and healthcare industries tend to have the most issues due to their corporate security settings. If you are restricted from installing software on a work computer, please first contact your company's IT department for assistance. For any questions, you can contact our support team at spshelp@wfu.edu.

Minimum PC Recommendations:

- **Operating System:** Windows 11 Professional or higher.
- **Processor:** 11th Generation Intel Core i5 / AMD Ryzen 5 5000 series or better.
- **Memory (RAM):** 16 GB is strongly recommended (8 GB minimum).
- **Hard Drive (Storage):** 512 GB Solid State Drive (SSD) or larger is strongly recommended (256 GB minimum).
- **Display:** *(Recommended)* 13-inch display or larger.
- **Webcam & Microphone:** Integrated or external webcam and microphone.

- **Antivirus Protection:** Windows users have Windows Security on by default, which provides the latest antivirus protection.

Minimum Mac Recommendations:

- **Operating System:** The latest version of macOS (e.g., Sonoma) or the previous version (e.g., Ventura).
- **Processor:** Apple M1 chip or newer.
- **Memory (RAM):** 16 GB is strongly recommended (8 GB minimum).
- **Hard Drive (Storage):** 512 GB Solid State Drive (SSD) or larger is strongly recommended (256 GB minimum).
- **Display:** (*Recommended*) 13-inch display or larger.
- **Webcam & Microphone:** Integrated or external webcam.
- **Antivirus Protection:** Avast is recommended to protect your device. Consult this page for information on installing Avast.

Important Note for Mac Users

Some courses may require software that runs only on the Windows operating system. To ensure full compatibility, Mac users will need to run Windows. Wake Forest provides students with access to Parallels Desktop for Mac, a virtualization software that allows students to run Windows on their Mac without rebooting. This is the recommended solution for all Macs, especially those with Apple M-series chips (M1, M2, M3, etc.).

Help Desk/Technical Support

Support for Student Computers - Students will be responsible for personal hardware and software support. The School of Professional Studies IT department will provide support with installing and use of all WFU supported software.

Technical Support - For technology-related emergencies, support will be available when classes are in session. To submit a service request or to report an issue, please use the following resources:

SPS Support Team: For questions related to SPS-specific technology and general IT support.

- Website: <https://spshelp.wfu.edu>
- Email: spshelp@wfu.edu
- Phone: 704-317-4010
- The SPS Support team is committed to providing timely assistance. Students can expect a response to their inquiry within 12 business hours.

WFU Service Support Team: For university-wide IT services including password assistance.

- Website: <https://help.wfu.edu/support/home>
- Phone: 336-758-4357 (Available M-F, 8:00 a.m. to 5:00 p.m. ET)
- Live Chat: Available on the support website (M-F, 8:00 a.m. to 9:00 p.m. ET)

Canvas Service Support Team: For issues related to Canvas functionality.

- Phone: 833-383-5792 (Available 24/7)

- Note: Canvas support can only assist with questions related to Canvas functionality (e.g., file uploads, discussion boards, submitting assignments). Canvas support CANNOT assist with password resets, Zoom issues, or any account or course specific related issues.

When reaching out to any of these support services, it is best to include a screenshot and/or description of the error message or issue being faced. It is also always best to alert the instructor and let them know that technical assistance has been sought. Once a request has been submitted, students should regularly monitor their communication method (email, phone, Canvas inbox, etc.) and respond quickly to assist with the fastest resolution possible.

Connecting to the Internet: On and Off Campus

Here's how to get a secure and reliable internet connection for studies, whether on campus or working from another location.

On-Campus Wi-Fi: When at Wake Forest, the best way to connect is with our secure wireless network, **eduroam**.

- **How to Connect:**
 1. Open the device's Wi-Fi settings and select the network named **eduroam**.
 2. When prompted, the student should enter their full Wake Forest email address (**username@wfu.edu**) and password.
- **Wi-Fi When Traveling:** A great perk of **eduroam** is that it also works at thousands of other universities, libraries, and research centers around the world. Students can use their Wi-Fi for free just by logging in with their WFU credentials.

Off-Campus Secure Connection: When off-campus, students may sometimes need to access specific university resources like library databases or secure servers. To do this, students will use the campus Virtual Private Network (VPN), which creates a secure, private connection from their computer to the Wake Forest network.

- **What to Use:** We recommend installing Cisco AnyConnect, the university's VPN software.
- **Why You Need It:** The VPN makes a computer act as if it's on campus, giving secure access to all the WFU services needed for coursework.

Online Classroom: Canvas - Learning Management System (LMS)

Canvas is the online home for SPS courses. It's where students will find everything they need to succeed, including the syllabus, assignments, grades, and a way to connect with faculty and classmates.

- **How to Access:** Students are automatically enrolled after they register for a course. Simply go to **canvas.wfu.edu** to log in, or download the "**Canvas Student**" app for a phone.

- **Need Help? Support is Available 24/7:** Students should not hesitate to reach out if they encounter difficulties. A dedicated support team ready to help anytime.
 - **Phone:** 833-383-5792
 - **Live Chat:** Use the "Help" button inside Canvas.

IMPORTANT: Saving Coursework

Students will lose access to their courses soon after the course ends. It is recommended to save any materials students want to keep for future reference.

- **Before a Course Ends:** Students should download any assignments, readings, or feedback they want to keep. **Once a course is closed, it cannot be reopened.**
- **Before Graduation:** Students also have a personal "Files" area in Canvas. Be sure to download anything stored there before leaving Wake Forest, as student accounts expire 60 days after graduation.

If materials are needed after a course has already closed, students may contact their professor directly.

Protecting Computers: Security Essentials

Malware, which includes viruses and spyware, is malicious software designed to harm computers. The most common way to get infected is by clicking a malicious link or opening an attachment in a phishing email. Keeping computers secure is essential for protecting personal data and the university's network.

Wake Forest's security strategy relies on the powerful, free tools already built into a computer's operating system.

To ensure a computer is secure, keeping its operating system and its built-in security tools up-to-date is **required** for all SPS students. For more tips on staying safe online, visit the university's [Security Essentials page](#).

Digital Files: How to Store, Save, and Protect Work

As students, individuals will create many important digital files—from research notes and rough drafts to final papers and presentations. Developing good habits for managing this work will save time and prevent the stress of losing a file right before a deadline.

Best Practices for Backing Up Work

It is strongly recommended that students save important coursework in at least two different places. This ensures that if one copy is lost or a computer fails, another version is ready to go.

- **Cloud Storage (Most Important!):** The easiest and most reliable backup method is using a cloud service. Students' WFU accounts give them free access to **Google Drive** and **Microsoft OneDrive**. Saving work here means it's protected, secure, and accessible from any device with an internet connection.

- **External Drive (Good Extra Protection):** For an additional layer of security, students can periodically save copies of their most critical files to a physical storage device, like a USB flash drive or an external hard drive.

WFU Digital Toolkit

A Wake Forest account is the key to a powerful suite of software and storage tools, all provided at no cost.

- **Key Resources:** Students have full access to both **Google Workspace** (Docs, Sheets, Slides, and Google Drive) and **Microsoft 365** (Word, Excel, PowerPoint, and OneDrive). These are the essential platforms for academic work.
- **Explore All Software:** To see a full list of available software, from statistical programs to creative tools, visit the [WFU Software Portal](#) and log in with WFU credentials.

IMPORTANT: Planning for Graduation

Access to these university resources, including Wake Forest email and cloud storage, expires **60 days after graduation**. Before that deadline, students should download and move any files they wish to keep to a personal storage account.

FACILITIES

Wake Forest University in Charlotte - the Pearl Center for Education

SPS Students are welcome to utilize the Pearl Center for Education located at 915 Pearl Park Way in Charlotte, NC 28204.

Building Access - Hours of Operation:

- Monday-Friday - 7am-6pm
- Saturdays - 8am-1pm
- Sundays and Off-Hours - the building will be locked, but will be accessible to anyone with access permissions on their badge (both students and faculty)

Under normal operating conditions, SPS students are permitted 24-hour access to the facility using their Deacon OneCard, though typical usage will be on evenings/weekends. For effective facility use and to keep our space in excellent condition, we ask that everyone be considerate of others, furnishings, technology, equipment, and the facility.

Students may enter the Pearl Center for Education building only through the main double-door entrance. The Deacon OneCard will give students access to designated student locations. For security reasons, students may not leave any exterior facility doors propped open. Students must display their Deacon OneCard badge in a highly visible location on their person at all times when in the building.

This multipurpose ID card should be kept in the student's possession at all times and carefully protected. This card can also provide admission to Reynolda Campus events, checking out

physical library materials on campus, and printing from certain locations. Cards are issued to be valid during your enrollment at the University, and expire the day of graduation. ID cards MUST be returned to the Deacon OneCard Office upon withdrawal from the University. Lost or stolen cards should be reported to University Police immediately at 336-758-5591 or Ext. 311. If initial and replacement University ID cards are needed, please reach out to [SPS Student Services](#). A fee of \$25.00 will be charged for the first replacement of a lost, broken or damaged card; subsequent replacement charges will increase by \$10 to a maximum charge of \$55. Non-working cards may be reported to spshelp@wfu.edu. Please provide your full name and six-digit number on the back of the card.

Note that the breakout rooms on the 5th floor may be reserved by those who have on-site classes (students from the School of Business, the School of Medicine, the Carolinas College, etc.) on weekdays and/or Saturdays. Students interested in coordinating group meetings are encouraged to leverage the various open spaces on the floors accessible to them, utilize the assembly space in the research building (open to the public), or work with SPS staff to reserve meeting rooms on the 10th floor in the administrative suite on Tuesdays/Thursdays during business hours.

Parking - The parking garage address is 235 Innovate Lane, Charlotte, NC 28204. Students must register their vehicle in advance using a registration link provided to them by their program administration. The registration process is managed by the Property Manager (Cushman & Wakefield). Students will use their Deacon OneCard to access the parking deck (badging in and out of the deck each time). This is a shared garage with all Center for Education building tenants, staff, and students. While parking access is available 24/7, SPS students should plan to use the parking access on evenings/weekends. The contact number for Preferred Parking (parking deck management company) is 704-375-6014.

The parking garage privileges are for university business only. If the property manager determines parking privileges are being abused, they retain the right to revoke all parking privileges for Wake Forest University students, faculty and staff.

IT/Computer Support/Printing

Network & Wi-fi Access:

- Connect to the eduroam wireless network
- In the Sign-In window, enter your full Wake Forest email address (username@wfu.edu) and password.
- When prompted with the security notification, click Connect.
- Confirm your eduroam connection.

Computer Support:

- Please contact the SPS Help Desk at spshelp@wfu.edu.

Student Printing is available on the tenth floor of the Center for Education building. Students must use the SPS printer/machine and will access printing resources via DeacPrint, powered by PaperCut.

Health, Healing and Hospitality (HHH) Rooms - HHH rooms (also known as Wellness rooms) are located throughout the building to support the well-being of individuals. There are two (2) within the Center for Education building located on levels 1 and 3. These HHH rooms are intended to be used for lactation support (breastfeeding or pumping in a private, hygienic setting); quiet space for rest, meditation, or emotional support; or health-related needs, such as managing chronic conditions or taking medication.

Gender Neutral Restrooms - Gender neutral restrooms are located on levels 2 and 6 of the Center for Education building.

Furniture and Equipment - In general, furniture and equipment should not be moved. If it is moved, please return it to its original location.

Food and Clean-Up - Food may be brought in for consumption prior to or after classes. Garbage and recycling bins are located inside and outside the classrooms. Please help us recycle and maintain a clean, presentable facility for all to use and enjoy.

Alcohol use in the Pearl Center for Education building - The Wake Forest Pearl Center is held to the same high standards as facilities, students, and employees on the Reynolda Campus. The University's Alcohol and Substance Abuse Policy is designed to provide clarity regarding the appropriate, safe, and legal consumption of alcoholic beverages.

Outside of official university events, SPS students shall not consume alcohol onsite or online during classes. The storage of student alcohol on-site is prohibited. Student alcohol found in any kitchen facilities, including refrigerators, will be disposed of.

Smoking/Use of Tobacco - Smoking and the use of any tobacco products are not permitted anywhere on the Pearl Innovation District campus.

Building Maintenance/Emergencies - There is 24/7 security at the Pearl Center for Education building. The main security desk is located on the first floor by the main entrance.

- For any on-site emergencies, call 911.
- Security officers patrol campus 24 hours a day.
- Access and/or on-site needs, please call the Main Atrium Security Hotline: 704-355-3333.
- Download and access the WakeSafe app.

Always be aware of your surroundings and lock your car doors when you leave your vehicle while parked or driving. When walking to/from the building, we encourage you to do so with another individual, buddy, student, etc.

In the event of a fire alarm or emergency notification, occupants should immediately follow posted evacuation routes and instructions from security personnel. Emergency procedures and evacuation maps are posted throughout the building and should be reviewed regularly. High-rise buildings evacuate in 5-floor groupings: the floor of activation, 2 floors above and 2 floors below. All other floors should remain in place. If occupants do not hear/see the alarm active, they should remain in place.

Inclement Weather Information - For in-person programming (credit or non-credit), decisions will be made on a program-by-program basis. Online program activities will rarely be canceled due to inclement weather, and students should expect to attend required online classes and/or activities per usual, unless otherwise notified by their degree program administrators.

Even if classes are being held as scheduled, students are not asked to travel under unsafe conditions or to take unnecessary risks. Announcements concerning program closings will be sent via email from professors, posted online, and broadcast via the following media: SPS Student Email Listserv, Canvas LMS announcement, and [SPS website](#).

Public Safety Alerts in Charlotte - to obtain emergency and non-emergency alerts specific to the Charlotte area, sign up for CharMeck Alerts Notification system at: <https://www.charlottenc.gov/Public-Safety/Emergency-Information/Get-Emergency-Alerts>.

Lost and Found - Lost and Found is located at the security desk in the front lobby of the Center for Education building.

Guest Access/Visitors - All visitors and guests must check in at the security desk in the front lobby. They should be prepared to show ID and indicate the nature of their visit to receive a visitor badge. The hosting SPS faculty/staff member should be prepared to meet their guests in the main lobby.

Reynolda Campus

SPS students are always welcome on the Reynolda Campus! Deacon OneCards are required to access Reynolda Campus events, to check out library materials, or to take a [self-guided tour of campus](#).

[Reynolda Campus Map](#) - View this interactive map of the Reynolda Campus which provides details on various academic buildings, athletic venues, walking trails, parking options and other points of interest!

[Reynolda Campus Events](#) - From arts and entertainment to athletic and cultural events, SPS students are welcome to attend Reynolda Campus events in Winston-Salem. Deacon OneCards may be required for admission; additional registration or admittance fees may be required, depending on the event.

University Police - When visiting the Reynolda Campus, students can contact the University Police Department if needed. The University Police Department, located in Alumni Hall, is

staffed 24/7. If the building's exterior door leading to the department's offices is locked, a phone at the entrance can be used to gain entry. They can also be reached at 336-758-5911. If using a campus phone, call 911. In non-emergencies, University Police can be reached at 336-758-5591 or, when using a campus phone, at 311. Anonymous tips can be made to University Police through the [Wake Safe](#) app or the [Silent Witness form](#) on the University Police website.

University Shuttles - Students have access to university shuttles when visiting the Reynolda Campus and are encouraged to have their Deacon OneCard on hand when utilizing the shuttles. Wake Forest Transportation and Parking Services offers a network of free shuttles to the University community, covering locations such as off-campus apartments, Wake Downtown and shopping areas. More information is available on the [Ride the Wake](#) website. The [Transloc Rider app](#) can be used to catch a ride and track University shuttles through GPS technology as well as provide updates on service interruptions or route changes.

APPENDIX

SPS Course Descriptions

The following information provides course numbers, titles, and descriptions for all degree and graduate certificate programs offered in the School of Professional Studies. All courses below are three (3) credits each. Yellow highlighted course titles represent program elective courses. SPS students can choose any course (other than those that require prerequisites, Capstone/799 courses, or internship courses) from the SPS catalog to fulfill their elective requirements.

** Denotes course in a graduate certificate program*

Artificial Intelligence Strategy & Innovation (MAISI)

AIN 710 AI Foundations and Evolution

This course will provide a comprehensive overview and historical progression of Artificial Intelligence. This course provides students with a solid grounding in the essential principles of AI, covering key topics such as machine learning, neural networks, and natural language processing. It delves into the historical milestones that have shaped the development of AI, examining pivotal research breakthroughs and technological advancements. The course also explores the current landscape and future directions of AI, emphasizing the use of AI in various industries such as healthcare, finance, and retail. By the end of the course, students will have a thorough understanding of AI's foundational theories, practical applications, and evolutionary trajectory.

AIN 712 Strategic Leadership in AI

Students will learn and perform the best practices for building artificial intelligence systems in real-world applications. This course will include modules on change management specific to AI implementation. Students will build AI systems knowledge and the skills necessary to develop and implement AI strategies effectively in diverse organizational contexts.

AIN 714 Emerging Tools and Technologies in AI

This course will provide students with skills in leveraging the latest tools and methodologies in the field. Students will track the continuous iterations of artificial intelligence as one of the most rapidly evolving technologies of our time through LLM benchmarking and scoring various models. Students will experiment with various LLMs, learning to craft and refine prompts to optimize model outputs for different applications.

AIN 720 Applications of Machine Learning Techniques

This course covers a broad range and overview of machine learning techniques, including supervised, unsupervised, and reinforcement learning. Students will learn about key algorithms such as linear regression, decision trees, support vector machines, k-means clustering, and neural networks. The course emphasizes practical applications, guiding students through the

process of implementing these techniques using popular programming languages and frameworks. By the end of the course, students will be proficient in selecting and applying appropriate machine learning techniques to solve complex problems, including crafting effective prompts and evaluating their performance, and understanding their theoretical underpinnings.

AIN 722 Ethics and Responsible AI

This course will introduce students to the key areas of consideration when deploying products that contain AI. Students will discuss the social, political, and economic effects that AI may have on society – today and in the future. It will cover developing an understanding of public concerns with AI, including economic, equity, and human rights. Students will study diverse ethical issues that arise with the widespread and rapid integration of AI technologies. This course will also include the tools and frameworks for ensuring ethical AI practices to mitigate AI bias (examples include: AI Fairness 360, Explainable AI Frameworks, etc.). Students will also explore how prompt engineering can influence the fairness and transparency of LLMs, experimenting with prompts to understand and mitigate bias in outputs.

AIN 724 AI Implementation Across Industries

This course explores the selection and implementation of artificial intelligence across various industries and teams. This course will equip students with the skills to leverage AI technologies in interdisciplinary contexts to foster collaboration, ethical decision-making, problem-solving, and impactful integration. Students will review real-world, industry-specific case studies and strategic frameworks in various sectors.

AIN 799 Capstone: Interdisciplinary AI Project

Integrating and applying what is learned across a set of courses and experiences leads to deeper understanding and habits of practice that inform a career. The capstone project applies the knowledge and skills gained through the program to a real-world challenge in the field of artificial intelligence. The specific project will vary depending on student interest and goals. Students will work with practicing professionals or industry partners in a relevant field to define and develop their capstone project. Students must complete all core courses prior to the capstone project.

AIN 750 Deep Learning and Advanced AI

This course teaches foundations on neural networks and deep learning networks. The course will cover deep neural networks and their applications to various problems. Students will participate in hands-on labs with real-world datasets to enhance practical skills, and use prompt engineering to interact with advanced models; Including topics on GANs, transformers, and other advanced deep learning techniques.

AIN 751 Applied Computer Vision for AI

This course provides an introduction to computer vision by exploring a combination of traditional AI, machine learning, image processing, and mathematical theories to provide ways of programming a computer to understand visual imagery. The course will expose students to the

techniques required to efficiently analyze images for representation in applicable context scenarios.

Additional recommended electives for this program include CMS 722, DMG 714, FTA 724, HIF 752, and LDR 722

Communications (MCOM)

CMS 710 Communications Today

Today's professionals encounter an increasingly complex organizational environment. The course prepares students to be effective leaders within their organizations while managing current and emerging trends. Students will learn to use the latest emerging digital tools that support the communications function. They will apply real-world problem-solving skills and improve their business writing and presentation skills.

CMS 712 Communications Research

Strategic communicators understand that data is an essential basis for well-planned strategies. This course provides the knowledge of research design and data interpretation, helping communications professionals become proficient consumers and ethical producers of research-based arguments.

CMS 714 Digital Communications Engagement

In today's digital world, consumers of digital messaging are also producers of digital content. Today's professionals must not only keep up with the near-constant changes in media platforms but must use multiple channels to generate content and listen to users. This course helps build a foundation in current digital practices and emerging media technologies, including digital brand storytelling, content marketing strategy, social media marketing, influencer marketing, and search engine optimization (SEO).

CMS 720 Crisis and Issues Communications

Real and perceived threats can pose major challenges for organizations. These threats can range from attacks on an organization's reputation to managing the proliferation of misinformation communicated in both external and internal channels, inclusive of social media. This course provides the tools, approaches, and confidence to manage long-term challenges as part of crisis and issues management and public relations strategy.

CMS 722 Strategic Communications

Internal and external stakeholders expect greater transparency and responsiveness from organizational leaders today. This course emphasizes the practice of internal and external strategic communications through the analysis of case studies spanning corporate communications, public relations, marketing, and social media. This course examines real organizational challenges and students work to identify solutions.

CMS 724 Public Relations

Public relations (PR) professionals are increasingly tasked with building and maintaining multi-directional relationships with both internal and external stakeholders. This course introduces practical approaches to communicating persuasively and managing corporate reputation, driving awareness and affinity for the brand among a wide array of stakeholders.

CMS 730 Communications Leadership, Organizational Culture & Ethics

Most organizations have a mission or values statement. How many organizations are living it? This course helps identify leadership strategies for ensuring organizational strategies are aligned with organization mission and values and serve the broader goals of business and society. Learn more about the ESG framework and be able to apply it to communications initiatives, building trust and making a positive, authentic impact. Effective leaders communicate consistently and in alignment with organizational missions that represent the highest of ethical standards.

CMS 732 Leading through Intercultural Communications

It is necessary for communications leaders to develop intercultural awareness and build communications strategies that reflect diversity of thought, culture, and experience. Equitable practices foster trust and commitment to organizations and brands. Diverse workforces are more creative and innovative. Learn how to assess and design aligned, inclusive communications strategies.

CMS 799 Consultative Project

Learning is forged through application. This immersive course applies communications skills and knowledge through a hands-on consultative project. Students will develop a communications plan to solve a current real-world challenge for an existing company or organization.

CMS 750 Champion Corporate Branding

Companies with a strong brand purpose have stronger customer and employee loyalty. Is your company's brand strong? How can you start with the "why" of your brand rather than the "what" and "how" of a product line? In this course, you will learn to recognize strong brands and identify strategies for strengthening brand purpose.

Additional recommended electives for this program include LDR 726, DMG 722, DMG 732, LDR 722, DMG 710, and PMP 710.

Cybersecurity Leadership (MCL)

CYB 710 Foundations in Cybersecurity Leadership

Examines leadership of organizational cybersecurity programs with emphasis on artificial intelligence and emerging technologies. Addresses governance, risk management, ethical oversight, and human decision-making in automated environments. Focuses on building

resilient, responsible, and strategically aligned cybersecurity programs. *CYB 710 is a prerequisite for all other CYB courses.*

CYB 712 Cybersecurity Law, Policy, and Privacy

Examines cyber risk, law, and regulation in evolving digital and AI-enabled environments. Addresses privacy, algorithmic accountability, and regulatory compliance for data-driven systems. Emphasizes preserving confidentiality, integrity, and availability amid intelligent automation.

CYB 714 Advanced Information Security and Cyber Controls

Study of advanced security design and information assurance principles, including securing AI systems and applying AI to cyber controls. Covers cryptography, access control, authentication, and AI-based threat analytics to mitigate risk and strengthen trust in intelligent systems.

ERM 724 Technology, Data, and Cyber Risk Management

Managing technology, data, and cyber risk is essential to navigating a rapidly evolving contemporary risk landscape and creating an effective ERM system. Explore how organizational responses to cyber security, data, and emerging technologies such as AI can help organizations avoid minefields and capture opportunities. Develop an understanding of how to navigate a complex environment with layered technology, data, and cyber risks. Apply analytical tools to policy problems created by the regulatory system, such as regulatory gaps between federal, state, and foreign governments. The course will also highlight how ERM professionals can elevate the visibility of important cyber, data, and technology needs within an organization.

CYB 720 Incident Management and Business Continuity

Examines incident response and business continuity strategies in environments shaped by AI-enabled attacks and defenses. Emphasizes AI-supported detection, forensics, recovery, and predictive analytics, alongside ethical and governance considerations in crisis decision-making.

CMS 720 Crisis and Issues Communications

Real and perceived threats can pose major challenges for organizations. These threats can range from attacks on an organization's reputation to managing the proliferation of misinformation communicated in both external and internal channels, inclusive of social media. This course provides the tools, approaches, and confidence to manage long-term challenges as part of crisis & issues management and public relations strategy.

CYB 730 AI and Other Emerging Cyber Technologies

Survey of emerging technologies shaping cybersecurity, including artificial intelligence, quantum computing, and autonomous systems. Analyzes impacts on threat landscapes, security operations, and digital trust, emphasizing responsible integration of advanced technologies.

CYB 799 Capstone

Culminating project synthesizing cybersecurity leadership knowledge. Students address real-world cybersecurity challenges using AI-enabled techniques and strategies for securing systems, emphasizing ethical governance, strategic alignment, and executive communication.

CYB 750 Cloud Security

Explores strategies for securing cloud environments with emphasis on AI-driven security operations. Covers identity management, automated compliance, predictive threat intelligence, and protection of AI workloads across hybrid and multi-cloud infrastructures.

CYB 751 Proactive Cyber Defense

Study of proactive cyber defense frameworks using artificial intelligence and machine learning. Examines security of AI models, adaptive defense, threat prediction, and continuous monitoring. Emphasizes integration of human expertise and intelligent systems.

Additional recommended electives for this program include AIN 710, AIN 712, AIN 724, CMS 722, and LDR 720

Digital Marketing (MDM)

Digital Marketing & Analytics Graduate Certificate

DMG 710 AI for Digital Marketing, Branding, and Strategy*

Equips students to lead marketing strategy in an AI-transformed landscape. Through frameworks drawn from industry practice, students develop practical skills in AI-powered marketing: the AI Marketing Canvas for strategic planning, Digital Twins for brand simulation and positioning, Large Language Model Optimization (LLMO or GEO) for visibility in AI search, the ARD Framework and Customer Equity model for AI-driven customer journey mapping and lifetime value optimization, and AI Agents for marketing automation and workflow design. Students work extensively with current AI platforms—for example, Google Gemini, ChatGPT, Claude, Perplexity, NotebookLM, HubSpot CRM, Semrush, Zapier, UXPressia, and Canva—building working implementations rather than theoretical knowledge alone. The course includes industry certifications from HubSpot, Google Analytics, or SEMrush. A final class project requires students to develop and present a comprehensive AI marketing strategy with live tool demonstrations for a real organization.

DMG 712 Digital Marketing Research Methods, Journey Mapping, and Consumer Analytics*

Robust knowledge of research methods is fundamental to the digital marketing discipline. This course teaches professionals how to use research techniques to deeply understand and focus on the needs and interests of the consumer in integrated campaigns.

DMG 714 Leadership, Ethics, and the Legal Landscape of Digital Marketing

This course covers the ethics of digital marketing and product liability, and it explores emerging issues related to the buying and selling of consumer data, the use of artificial intelligence (AI) to predict and influence human behavior, and other consumer privacy concerns.

DMG 720 Marketing Analytics and Data Visualization*

This course covers best practices for gathering, interpreting, and presenting compelling digital data to inspire positive action. This course teaches professionals to use analytical techniques and growing-edge software tools to generate marketing insights and to address marketing problems.

DMG 722 AI-Enhanced Branding, Storytelling, and Content Strategy

This course integrates brand management principles and marketing frameworks to guide digital storytelling that effectively engages consumers and other stakeholders. This course will explore how to focus on digital branding through storytelling to differentiate products and services from competitor offerings and to effectively position them as solutions to consumer needs and pain points. Students will learn how to write compelling content that scores highly with dynamic search engine algorithms and how to pursue strategic implementation of a brand narrative using various digital marketing approaches and analyses.

DMG 724 Digital Design Thinking and the User Experience (UX)

This course focuses on user-centered design (UCD) and associated methodologies, including user research, digitally-enabled user experience (UX), interaction design, and usability testing. In this course, students will learn about and practice design-thinking approaches to the process of new product development and market opportunity scanning. The course also teaches creative idea generation and concept screening/testing, test-and-learn processes - with continuous improvement as the goal, and a range of UCE approaches that include formulation of a portfolio-ready deliverable incorporating a complete financial model.

DMG 730 Digital Marketing Tools and Campaign Analytics: SEM, Display, and Retargeting*

Given the dynamic nature of the marketplace and rapidly shifting consumer interests and behaviors, it is critical to have a deep understanding of the digital tools that can be employed to track such shifts and to communicate with consumers in impactful ways.

DMG 732 Social Media Marketing: SEO, Content, Influencers, and AI

Many campaigns never make it to the market or fall flat in execution because a compelling “story” isn’t being told in them. This course integrates brand management principles and marketing frameworks to guide digital storytelling that effectively engages consumers and other stakeholders.

DMG 799 Digital Campaign Project/Capstone

This course will enable students to integrate the skills and knowledge that were developed in the other courses of the program to complete a digital marketing project for an organization.

DMG 751 AI-Powered Visual Content Creation and Video Development

Creating engaging visual content requires a unique set of skills, including familiarity with the latest tools, understanding of your target audience, and the ability to communicate your creative vision. This course will explore the visual content formats used in digital marketing, the tools used to create them, and the best ways to measure their performance. Students master AI tools for visual storytelling while addressing ethical considerations and quality control in AI-generated content.

DMG 752 Consumer Psychology and Customer Journey Optimization

This course will provide a deep dive into online and mobile consumer behavior and use an analytics-driven approach to explain why consumers look, pause, click, engage, and buy.

DMG 753 The Customer Journey: Website and eCommerce Marketing

This course will also focus on website and eCommerce marketing strategies that increase customer demand and sales.

Additional recommended electives for this program include LDR 720, FTA 720, ERM 724, LDR 726, and PMP 710.

Educational Leadership (MEL)

EDL 710 Foundations of Educational Leadership / EDL 711 Principles for Effective Independent School Leadership

Students will be introduced to foundational concepts and challenges of educational leadership. The course will include a focus on school-level leadership and accountability, roles and responsibilities, and the principles of educational leadership.

CUI 712 Social Foundations of Education

A comprehensive examination of the cultural, political, economic, and social realities of education. Focus will include multicultural education and explore the relationships among educational policies, multicultural curricula, achievement, racial and ethnic identities, and cultural diversity in learning environments.

EDL 714 Using Research and Data to Lead School Improvement

This course focuses on using data to enhance equitable decision-making processes for comprehensive school improvement, including instruction, school culture, and community involvement. Emphasis in the course will include use of assessment and research data to identify school improvement needs and to design projects that respond to those needs.

EDL 720 Education Law and Ethics / EDL 721 Education Law and Ethics for Independent School Leaders

This course explores legal and ethical responsibilities of the school leader and implications of federal, state, and local education policies, including statutes, regulations, and risks. Course topics will emphasize regulations and responsibilities in areas such as special education,

confidentiality, liability, due process, search and seizure, employment matters, and church/state conflicts.

EDL 722 Administration, Supervision, and Community / EDL 723 Independent School Administration, Supervision, and Community

This course introduces students to organizational theories, the politics of education, and building safe, supportive, and inclusive environments in schools and communities. Students will be reflective of various administrative and organizational theories and how these concepts inform their practice as school leaders. The course will also focus on distributive leadership, developing skills for team management, and collaborative analysis of community building.

EDL 724 Human Resources and School Finance / EDL 725 Independent School Human Resources and School Finance

Students will be introduced to the management of an organization's workforce planning through the design and implementation of effective human resources policies and procedures, as well as financial implications. This content includes processes and systems related to performance management, talent management, diversity, and employee wellness.

CUI 726 Curriculum Mapping for Diversity, Equity, and Inclusion

This course will focus on curriculum mapping, the practice of ensuring that teaching is structured in a meaningful and logical sequence to build knowledge and achieve desired curricular outcomes. This process includes charting and tracking academic program priorities and redundancies, and identifying educational gaps. Students will learn about long-term planning for vertical and comprehensive learning to proactively address learning gaps and misalignments. The course will also provide technical guides of a curriculum mapping process with a specific focus on diversity, equity, and inclusion, and outcomes.

EDL 730 Internship: School Executive I

Prerequisite: Completion of 12 hours of SPS coursework, including Foundations of Educational Leadership, and with permission of the academic director.

This course, part 1 of two courses, provides a practical introduction to executive school leadership by engaging in activities with school leaders. These two courses are composed of a two-semester internship in a public school setting in order to give students opportunities to learn in the field. The student's internship will be supervised jointly by school-based administrators and SPS academic director and will include a reflective evaluation.

EDL 732 Internship: School Executive II

Prerequisite: Completion of 12 hours of SPS coursework, including Foundations of Educational Leadership and Internship: School Executive I, and with permission of the academic director.

This course, part 2 of two courses, builds on the skills of executive school leadership by engaging in activities with school leaders. These two courses are composed of a two-semester internship in a public school setting in order to give students opportunities to learn in the field. The student's internship will be supervised jointly by school-based administrators and SPS academic director and will include a reflective evaluation.

CUI 799 Capstone in Education

Prerequisite: Completion of 12 hours of SPS coursework, including Foundations of Educational Leadership, and with permission of the academic director. This course is typically for students from states that do not require Internship: School Executive II.

Designed for all education students, this course aims to provide opportunities for students to gain real-world experience. Students will identify, analyze, and develop curricula or leadership theory and demonstrate effective practices by engaging one data point (i.e., student achievement). The capstone will also include examining the standards and exploring how to teach the standards. Additionally, students will have opportunities to put their knowledge into practice through professional shadowing and individual or group projects with key educational leaders.

Additional recommended electives for this program include CUI 720, CUI 714, CUI 722, LDR 720, and LDR 722.

Enterprise Risk Management (MERM)

ERM 710 Enterprise Risk Management

Enterprise Risk Management (ERM) is an essential organizational feature that impacts an organization's ability to adapt and compete in a rapidly changing environment. Recognize key ERM concepts and management issues involved with assessing current and emerging risk environments in both the private and public sectors. *ERM 710 is a prerequisite for all other ERM courses.*

ERM 712 Risk Strategy and Compliance

Having strong risk strategy and compliance awareness are essential to overall organizational health. Identifying and understanding key regulatory risks and internal controls are essential elements of the ERM framework. Learn important concepts, tools, and skills such as: evaluating and executing risk assessment through analytical risk analysis techniques and simulations; designing an organizational global risk management plan; and implementing control measures to assess the plan's effectiveness. Examine legal/regulatory, auditing, and industry-specific requirements related to compliance as well as ERM's role in understanding the future regulatory environment.

ERM 714 Financial Risk Management

Managing financial risks is a chief concern for any organization. Learn how to identify, evaluate, and develop internal controls to manage financial risks in alignment with organizational strategy. Evaluate how organizations manage financial risk including credit, market, price, and liquidity risks. Identify and apply the tools and techniques for mitigating financial price risk, such as diversification, futures, options, and short selling as well as strategies for balance sheet, interest rate, and liquidity risk management. Explore the advantages and disadvantages of different financial risk management tools, and the link between financial and other risk types to ensure capital is available and accessible.

ERM 720 Decision Making for Enterprise Risk Management

Quality decision-making is essential to effective ERM and inevitably involves strategic choices. Learn how to navigate key ERM decisions in a dynamic risk environment. Learn key concepts and skills needed to improve risk-related business problem-solving and managerial decision-making through the use of quantitative and qualitative decision-making tools and techniques. The course covers key concepts and methodologies of the decision-making process, problem-solving, decision analysis, data collection, probability distribution, evaluation, and prediction methods. Students also learn how ERM professionals facilitate risk discussions with key internal and external stakeholders.

ERM 722 Operational Risk, Continuity and Organizational Resilience

Study of operational risk and organizational resilience systems. Addresses operational failures, third-party and supply chain risk, fraud, human capital risk, sustainability challenges, and process vulnerabilities. Integrates crisis management, preparedness, and business continuity as core enterprise risk competencies.

ERM 724 Technology, Data, Cyber Risk Management

Managing technology, data, and cyber risk is essential to navigating a rapidly evolving contemporary risk landscape and creating an effective ERM system. Explore how organizational responses to cyber security, data, and emerging technologies such as AI can help organizations avoid minefields and capture opportunities. Develop an understanding of how to navigate a complex environment with layered technology, data, and cyber risks. Apply analytical tools to policy problems created by the regulatory system, such as regulatory gaps between federal, state, and foreign governments. The course will also highlight how ERM professionals can elevate the visibility of important cyber, data, and technology needs within an organization.

ERM 730 Data Analytics and Risk Management

The effective utilization of data is a key competitive advantage for contemporary organizations. Explore the important connection between data analysis, ERM, and organizational strategy. Apply tools used by ERM professionals to analyze different types of data, employ data to support strategy, and create meaningful reporting for target audiences. Explore traditional and new sources of data, data governance, data quality, digital, legal, and ethical considerations, and challenges associated with forecasting in the context of risk and uncertainty.

ERM 732 Leadership and Risk Awareness

Successful leadership is a key component of ERM. Explore how to align ERM with organizational strategy and deploy leadership methods to promote a risk-aware culture. Successful risk leadership entails courageous, influential, and inclusive leadership. Explore how to effectively model and promote a risk-aware culture and engage in influential leadership aligning ERM with organizational strategy and purpose. Topics include leadership principles, styles, and frameworks; promoting a risk-aware culture; managing governance risks; motivating and directing teams; change management; advancing strategy with ERM; strategic communications; reputational stewardship; partnering; and stakeholder management.

ERM 799 Capstone in Enterprise Risk Management

The application of ERM to navigate real-world organizational challenges, options, and opportunities is paramount. Engage in a project applying ERM principles and techniques to real-world issues to advance strategy. Formulate and communicate recommendations to a range of stakeholders. A directed study course consisting of an applied research project that concerns a special topic of interest to an Enterprise Risk Management (ERM) professional/student. The course is designed to incorporate program concepts learned throughout the program and beyond. Projects will demonstrate an understanding of ERM's cross-functionality and its impact across the organization. The project generally culminates with a written paper and presentation that involves identifying a range of challenges and options and identifying choices made within those options.

ERM 750 Emergency and Crisis

Crisis and/or incident management is a key facet of ERM. Learn how crisis management and its lessons contribute to improving organizational performance on an ongoing basis. Focus on business decisions and management processes necessary to anticipate, plan for, manage, communicate about, and recover from crises affecting corporations and other complex organizations. It covers the key component steps for the development of a corporate Business Continuity Plan.

Additional recommended electives for this program include CMS 722, CMS 730, FTA 722, FTA 724, and LDR 722.

Financial Technology and Analytics (FTA)

FTA 710 Financial Analytics

A foundation for statistical techniques in business, economics, and finance as applied to management decision-making.

FTA 712 Data Management

An introduction to relational databases, data management, and data mining.

FTA 714 Visual Analytics & Influencing

A survey of data visualization methods, techniques, and tools to facilitate the understanding of complex data and models.

FTA 720 Financial Technology Today

An introduction to trends, innovations, and uncertainties in financial services.

FTA 722 Emerging Technologies

An overview of blockchain, cryptocurrencies, cybersecurity, robo-advising, lending and payment systems, and other emerging financial technologies. This course will be updated regularly to reflect the latest trends in the field.

FTA 724 Machine Learning & Artificial Intelligence

A survey of the foundations of machine learning, deep learning, and artificial intelligence. While learners will not engage in coding or the building of machine learning and AI tools, they will explore the application of these tools in finance.

FTA 730 Decision Making & Risk Management

A practical overview of making decisions in an uncertain business environment.

FTA 732 Managing Disruption & Innovation

An empowering course that highlights the forces of disruptive innovation in the finance industry.

FTA 799 Capstone in Financial Technology & Analytics

An opportunity to integrate program content in a culminating experience that will enable an organization to advance its financial technology and analytical capabilities or enhance its fintech products/services.

FTA 751 Financial Markets & Institutions

An overview of the structure and functioning of US and international financial markets. Topics covered include banking theory, the roles of traditional and non-traditional financial intermediaries, the impact of securitization, international financial competition, financial system stability and financial regulation.

FTA 752 Emerging Applications & Entrepreneurship

A hands-on, case-study oriented immersion in how to build a business that involves financial technologies still on the horizon. Topics include opportunity identification, business model development, raising financing, building teams from the ground up, and nurturing new ventures. Learners will take an idea and explore how to successfully build a real product or service.

Additional recommended electives for this program include AIN 722, AIN 724, CYB 730, DMG 720, and ERM 724

Health Administration (MHA)

HAD 710 Principles of Health Systems Management

This course will explore how to manage an organization's workforce through the design and implementation of effective human resources policies and procedures. Examples include processes and systems related to performance management, talent management, diversity, and

employee wellness. Leadership and change management processes will be explored from a human resource, marketing, and customer-related perspective.

HIF 712 Population Health and the American Healthcare System

An overview of U.S. healthcare delivery and population health. *(This course is included in the Master of Health Informatics degree)*

LDR 728 Human Resources Management and Organizational Development

Students will be introduced to the management of an organization's workforce planning through the design and implementation of effective human resources policies and procedures. These include processes and systems related to performance management, talent management, diversity, and employee wellness. Students will also engage leadership and change management processes. This course emphasizes gaining the knowledge, leadership skills, and tools necessary to successfully undertake organizational change.

LDR 726 Financial Management for Today's Leaders

Leading and communicating effectively in today's complex business environment requires an evidence-based understanding of the financial side of the business. This course introduces students to the financial and accounting concepts, tools, and techniques that help organizations maximize value, achieve financial viability, and improve decision-making relating to budgeting, capital structure, and working capital. Additional topics may include, but are not limited to financial planning, the impact of mergers, acquisitions, corporate restructuring, and assessing financial risk.

HAD 720 Health Information Management Systems

A comprehensive introduction to various principles, tools, and concepts used to manage information within a healthcare environment. The course will explore the planning, evaluation, assessment, and accountability of quality service provisions, including the use of health data visualization to gain healthcare insights for decision-making.

HAD 722 Healthcare Policy, Law, and Ethics

This course will provide in-depth coverage of healthcare compliance programs and laws, progressing from the basics of a compliance program to specific issues facing the healthcare industry. The course is structured to include both a "compliance" and "legal" component for each module. The compliance portion of the course will focus on the seven elements of an effective compliance program, while the legal portion will cover selected laws impacting healthcare compliance. For example, HIPAA, the Stark Law, the Anti-Kickback Statute, and the federal False Claims Act.

HIF 734 Quality and Patient Safety Management in Healthcare

This course covers the foundations for understanding and pursuing patient safety and quality of care outcomes within the current healthcare environment. Thoughtful consideration is given on how quality and safety from a global perspective can critically impact expectations within today's healthcare environment. *(This course is included in the Master of Health Informatics degree)*

HAD 730 Strategic Planning and Decision Making for Healthcare Leaders

This course examines the principles and applications of strategic visionary thinking and change management within healthcare organizations. A structured approach to managing strategically is explored, while assessing key features of the organization environments and competitive situations. Students will explore approaches to engaging in new healthcare services, how to offer them, and the processes for ensuring successful implementation.

HIF 732 Healthcare Leadership and Impact

This course will explore leadership, organizational structure, effective team functioning in healthcare, and provide students with an understanding of the importance of developing high-quality relationships, the impact of motivation, power, and influence, and principles of organizational ethics, and health equity. Students gain an understanding of how leadership principles and best practices impact the ability to manage a successful healthcare organization, project, or strategic imperative. *(This course is included in the Master of Health Informatics degree)*

CMS 722 Strategic Communications

Internal and external stakeholders expect greater transparency and responsiveness from organizational leaders today. This course emphasizes the practice of internal and external strategic communications through the analysis of case studies. Students will examine real organizational challenges and work collaboratively to identify solutions. *(This course is included in the Master of Communications degree)*

HAD 799 Capstone in Health Administration

The capstone course aims to thread content learned throughout the program into a culminating capstone project. Students have the opportunity to apply theory to practice by using the knowledge and experiences gained from each course. The capstone project will aid students in demonstrating their leadership, strategic thinking, and decision-making ability when leading others. The project will focus on addressing a health-related issue while outlining a plan to implement and manage change using data.

Additional recommended electives for this program include HIF 752, DMG 710, ERM 712, ERM 724, FTA 730, FTA 751, and LDR 720.

Health Informatics (MHI)

HIF 710 Health Informatics Today

A comprehensive overview of health informatics concepts, techniques, and emerging trends with a leadership lens.

HIF 712 Population Health & the American Healthcare System

Overview of healthcare delivery in the United States and Population Health.

HIF 714 Digital Health

The advancement of informatics in healthcare has allowed a convergence of digital technologies to improve overall quality, cost, health services outcomes, and patient experiences. This course will explore the theory, applied practice, and impact of current and emerging digital health technologies such as wearables, mobile health and Internet of Things, as well as electronic health records/clinical documentation systems for all demographics.

HIF 720 Healthcare Data Analytics

A comprehensive introduction to the current state of the science and practice of analytics in healthcare, including how to “tell the story” the numbers present. Core competency skills are achieved using a variety of learning methods to help students apply analytic techniques supporting data mining, visualization, and data driven decision making.

HIF 722 Healthcare Databases

An introduction to the theory and application of database management systems.

HIF 730 Health Information Regulation, Privacy, and Security

A foundational exposure to legal and ethical issues related to health information privacy and security and the basic technological considerations to meet professional obligations in health informatics practice.

HIF 732 Healthcare Leadership and Impact

This course will explore leadership, organizational structure, effective team functioning and provide students with an understanding of the importance of developing high-quality relationships, the impact of motivation, power, and influence, and principles of corporate ethics, and health equity in healthcare. Students will identify and apply an understanding of how leadership principles and best practices impact the ability to manage a successful healthcare organization, project, or strategic imperative.

HIF 734 Quality and Patient Safety Management in Healthcare

Foundations for understanding and pursuing patient safety and quality of care outcomes within the current healthcare environment. Thoughtful consideration is given on how quality and safety from a global perspective can critically impact expectations within today's healthcare environment.

HIF 799 Capstone in Health Informatics

This course provides students the opportunity to incorporate knowledge, competencies, and skills obtained throughout the health informatics graduate program into a culminating health related capstone project. The project will be based on evidence validating the need for change as well as potential solutions for improvement that centers on quality of care, health disparities, and/or delivery of health services.

HIF 751 Telehealth Today and Tomorrow

This course will provide an overview of the tools, techniques, and challenges associated with telehealth from an informatics perspective.

HIF 752 Artificial Intelligence (AI) in Health Informatics

This course will review the foundations of artificial intelligence (AI) with applications to the prevention, detection, diagnosis, and prognosis of diseases.

Additional recommended electives for this program include ERM 724, LDR 720, LDR 726, LDR 728, and PMP 710.

Information Technology Management (MITM)

INF 710 IT Management Fundamentals

Introduces management of modern information technologies that support business strategy and digital transformation. Examines emerging technologies, including artificial intelligence and automation, and their impact on IT strategy, operations, and leadership. Emphasizes evaluating technology investments that enhance organizational performance and decision-making.

INF 712 Systems Analysis, Design, and AI-Enabled Solutions

Study of principles and practices for analyzing, designing, and implementing enterprise information systems. Examines use of AI-enabled tools for requirements analysis, process optimization, and system modeling. Emphasizes data quality, ethical considerations, and strategic alignment of intelligent system design.

CMS 722 Strategic Communications

Internal and external stakeholders expect greater transparency and responsiveness from organizational leaders today. This course emphasizes the practice of internal and external strategic communications through the analysis of case studies spanning corporate communications, public relations, marketing, and social media. This course examines real organizational challenges and students work to identify solutions.

LDR 722 Leadership and Change Management

The work of a leader is to manage change. This course emphasizes gaining the knowledge, skills, and tools necessary to successfully undertake change efforts. It explores the leadership principles, styles, frameworks, and skills required to guide, motivate, and direct teams. In this course, participants will develop the ability to prepare, support, and assist individuals, teams, and organizations in their pursuit of organizational change. Attention is given to stakeholder management and strategic partnering.

INF 714 IS Strategy & Governance

Examines development and governance of enterprise information systems strategies aligned with organizational goals. Emphasizes oversight of emerging technologies, including artificial

intelligence, within established governance frameworks. Covers IT and AI portfolio management, risk oversight, compliance, and responsible innovation.

CYB 710 Cybersecurity Leadership

This course provides a foundational understanding of the critical aspects of leading cybersecurity initiatives within an organization. The course includes frameworks and principles for developing and assessing a cybersecurity program. Students will explore cybersecurity terms and concepts, ethical considerations, leadership theories, risk management practices, strategic planning, and effective communication techniques necessary for driving cybersecurity initiatives. Through case studies and practical exercises, students will learn to navigate the complexities of cybersecurity leadership and build resilient cybersecurity programs. Students will be given an overview of the various roles and responsibilities that comprises a cybersecurity department in industry.

INF 799 Capstone

Culminating project synthesizing IT management knowledge and leadership practice. Addresses real-world organizational challenges through strategic technology initiatives, potentially incorporating AI, cloud, cybersecurity, or automation solutions. Emphasizes governance, ethical implementation, and measurable business impact.

INF 750 Law and Ethics in IT

Examines legal, ethical, and policy issues affecting information technology management. Covers cybersecurity, privacy, intellectual property, and governance of AI-enabled systems. Emphasizes ethical leadership, regulatory compliance, and responsible use of data, automation, and artificial intelligence in organizations.

INF 751 IT Infrastructure, Cloud Computing, and AI Operations

Study of enterprise IT infrastructure and cloud computing models supporting modern digital systems. Examines deployment and management of AI workloads, infrastructure automation, and scalable architectures. Emphasizes operational reliability, cost efficiency, and performance in cloud-based and hybrid environments.

Additional recommended electives for this program include ERM 724, FTA 712, LDR 726, CYB 730, AIN 714, EIL 712, AIN 724, LDR 720, and PMP 710. *Note - this program requires a leadership elective and a technical elective.

Project Management (MPM)

Project Management Graduate Certificate

PMP 710 Project Management Essentials*

This course introduces the foundational concepts of project management. The project management life cycle, as defined in the Project Management Body of Knowledge, is introduced, as are several project management knowledge areas such as risk, scope, schedule, quality, monitoring, and communication, among others. Distinctions between project, program,

and portfolio management are explored. Achieving literacy in Microsoft Project software is a goal of the course, as well. *PMP 710 is a prerequisite for PMP 712.*

PMP 712 Mastering the Project Life Cycle*

The course pursues an in-depth exploration of the different phases of a project from Initiation to Closure. Project Setup focuses on the introduction of a robust project organization and qualities of an effective project manager. Project Planning reviews methods for defining project activities and establishing a budget and scheduling projects under certainty (CPM) and uncertainty (PERT). Techniques for identifying and analyzing project-related risks and selecting the right project approach (Waterfall versus Agile/Scrum), are considered. Project Execution focuses on tools for supporting, monitoring and controlling projects, with a focus on successful implementation. Students leave with a set of best practices for effective project management throughout the project management life cycle. *PMP 710 is a prerequisite for PMP 712.*

PMP 714 Portfolio and Program Management

This course focuses on managing and coordinating multiple organizational projects. Students will develop the ability to build and manage a project portfolio, including consideration of project alignment, organizational goals, performance maximization, risk minimization, and program success. Particular attention is given to the differentiating aspects of program governance and compliance within organizational, industry, and legal requirements.

LDR 720 Negotiation and Conflict Management

This course explores the determinants of successful negotiations. A process-oriented approach is used, with an emphasis on the practical application of proven frameworks and theories. Relatedly, the course also delves deeply into the nature and common causes and causes of conflict that can derail projects, providing practical guidance for identifying and addressing the root causes of conflict.

LDR 722 Leadership and Change Management*

The work of a leader is to manage change. This course emphasizes gaining the knowledge, skills, and tools necessary to successfully undertake change efforts. It explores the leadership principles, styles, frameworks, and skills required to guide, motivate, and direct teams. In this course, participants will develop the ability to prepare, support, and assist individuals, teams, and organizations in their pursuit of organizational change. Attention is given to stakeholder management and strategic partnering.

PMP 730 Agile Fundamentals*

This course introduces the foundational concepts of Agile, which is an iterative approach to project management (PM). Agile is contrasted with other PM methodologies. An introductory consideration of scrum is provided, including Scrum events and artifacts, the anatomy of a sprint, the roles of Scrum Master and Scrum team members, as well as release planning.

PMP 734 AI and Data Analytics for Project Management

In this course, project managers will learn how AI applies to project management as well as how to select, apply, and present the right data in various scenarios. A human-in-the-loop approach to applying generative AI is explored, including how AI is being incorporated into project management to automate routine tasks. Project managers will also learn the basics of data analytics, including how to partner with data scientists to get the right data at the right time, use KPIs to drive project success, and present data effectively to executives.

PMP 799 Capstone in Project Management

This immersive hands-on course offers students the opportunity to apply the principles, best practices, techniques, and frameworks they have developed throughout their previous coursework to actual project management (PM) context in an organization of their choosing. Assessment of the current PM environment creates the basis for recommendations for furthering the intent of the project(s) under consideration.

PMP 750 Lean Six Sigma

Continuous improvement projects (CIPs) are typically vital contributors as companies pursue their goals. This course focuses on the essentials of Lean Management/Thinking and Six Sigma quality as the two dominating and complementing methodologies that are suited to the pursuit of operational excellence. The participants will learn about the basic philosophies and essential tools of these two concepts, with a focus on leveraging various improvement methods and becoming more effective with their project work. The course also discusses how the Lean and Six Sigma approaches can be applied early in the development phase of products and services with basic principles for lean development and design for six sigma. A review is provided of successful Lean Six Sigma project implementations in different industries, with lessons learned and an outlook on remaining challenges in the era of the fourth industrial revolution.

PMP 756 CAPM Certification Preparation

The "CAPM Certification Preparation" course is designed to equip students with the foundational knowledge and skills necessary to achieve the Certified Associate in Project Management (CAPM) certification. This course is ideal for individuals with 0-3 years of project or change management experience looking to validate their understanding of project management principles and practices as defined in the PMBOK® Guide. As an Authorized Training Provider (ATP), Wake Forest University partners with Project Management Institute (PMI) to deliver the highest quality certification preparation in the market.

PMP 757 PMP Certification Preparation

The "PMP (Project Management Professional) Certification Preparation" course is designed to prepare students for the Project Management Professional (PMP) certification exam. This course is ideal for experienced project managers who aim to validate their skills and knowledge in project management, as defined by the PMBOK® Guide. The course covers a comprehensive range of project management concepts, methodologies, and best practices, ensuring that students are well-prepared to excel in the PMP certification exam and in their professional roles. As an Authorized Training Provider (ATP), Wake Forest University partners

with Project Management Institute (PMI) to deliver the highest quality certification preparation. *Note that this course requires synchronous meeting dates/times - check course schedule for information.*

PMP 752 ScrumMaster Leadership Preparation

This course will prepare students for the Professional ScrumMaster certification exam offered by scrum.org. Detailed consideration is given to the Scrum framework and the key attributes of being an effective Scrum Master.

PMP 753 Leading Construction & Engineering Projects

This course will enable students to develop an in-depth knowledge of industry-specific subjects in construction and engineering design, planning, and safety. Students will gain a deep understanding of project estimation, construction ethics, and writing contracts as experienced within the construction and engineering contexts. Salient industry and organizational factors that impact the performance of construction and engineering projects will be emphasized.

Additional recommended electives for this program include CMS 710, CMS 722, FTA 722, FTA 730, and INF 710.

Public Administration (MPA)

PAD 710 Public Administration Principles

Learned skills and shared experiences lead to practices that inform and advance your career. Identify and examine management principles and practices for public institutions such as: how public organizations operate and are managed; public personnel management; budgeting and finance, and policy implementation, alongside methods to identify and assess available interventions to further stakeholder wellbeing in a cross-cultural context.

PAD 712 Financial Management and Budgeting

Leading a team, task force, or organization requires a confident understanding of financial management and budgeting. This course examines financial management associated with public administration including financial statements and reporting, cost analysis, budget approaches and preparation, financial forecast, cash flow management, and financial risk management. The course approaches this material from a leadership perspective, presenting the various parts of financial management and budgeting across agencies or levels (local/state/federal) of government. Because public sector budgeting and financial management reflect concerns of competing stakeholders, the course explores the way public administrators identify and weigh multiple concerns and outcomes in the budgeting process.

PAD 714 Research Methods for Public Administration

Developing and applying new sources of knowledge is crucial to effective leadership and organizational success. This course covers research design, data collection, data analysis, and how to communicate research findings. Qualitative and quantitative research methods,

experimental and non-experimental research, survey instrument development and use, case studies, content analysis, and secondary data analysis are covered. Equitable outcomes and the domains of sustainability, climate change, and social responsibility are of increasing importance to public sector leaders and this course will explore sustainability, environmental awareness, and equitable outcomes in research design and methods and will be addressed.

PAD 720 Technology and Public Administration

Technology can inform and enhance policy and its effective use will remain a core competency for future public leaders. Examine the role of emerging technologies in setting and implementing public policy, the role of stakeholders and interest groups, and available tools to apply from a technology and innovation framework. The class will analyze how new technologies improve and impact policy efficacy.

PAD 724 Public Law

Successful policy leaders must navigate the legal and regulatory environment where policies are made and applied. Public law defines the relationship between individuals and government. Explore and examine the structure of public law at the local, state, and federal levels alongside the historical context and legal framework governing the relationships between individuals, organizations, and government.

LDR 722 Leadership and Change Management

The work of a leader is to manage change. This course emphasizes gaining the knowledge, skills, and tools necessary to successfully undertake change efforts. It explores the leadership principles, styles, frameworks, and skills required to guide, motivate, and direct teams. In this course, participants will develop the ability to prepare, support, and assist individuals, teams, and organizations in their pursuit of organizational change. Attention is given to stakeholder management and strategic partnering.

PAD 730 Data Analytics and Public Policy

A leader must effectively analyze and explain complex data to stakeholders in clear, understandable language. Learn to analyze and interpret data to tell a clear and compelling “story”, manage the projects and programs, then implement policy. Topics covered will include data management, data visualization, statistical analysis, and machine learning. In addition, new tech-enabled methods of collecting and understanding data will be explored as they relate to policy administration.

PAD 732 Equity & Public Policy

Public administrators must develop and execute policies that result in increasingly equitable outcomes. This course uses a multidisciplinary approach to examine the intersection of equity and public policy. The course uses a multidisciplinary approach to examine equity and public policy. Explore the intersection between social equity and the formulation and implementation of public policies and the ways public policy can impact social inequalities and promote a more equitable society.

PAD 799 Capstone in Public Administration

Integrating and applying learned skills and experiences leads to a deeper understanding and habits of practice that inform a career. The capstone project applies the knowledge and skills gained through the program to a real-world challenge in the field of public administration. The specific project will vary depending on student interest and goals and may include such things as evaluating the effectiveness of a public policy; preparing a strategic plan for an organization in the public sector; leading a comparative analysis of public administration systems in different countries, designing a public engagement strategy for a public sector organization; and/or analyzing an emerging issue relevant to the field.

PAD 750 Housing and Development

Many leaders in the public sector lead initiatives focused on the built environment, including housing, commercial, industrial, and shared public spaces. This course examines public-private partnerships for housing and community development. Topics include affordable housing development strategies, commercial reuse and revitalization initiatives, and neighborhood development. Global forces shape local decisions. As such, global issues related to trade, business competition, and migration will be explored.

PAD 751 Sustainability and Environmental Systems

Institutions at all levels, local, state, federal, and international, are facing growing changes related to how human activities impact natural and environmental systems. Public administration leaders need skills and insights to effectively lead institutions as they respond. This course examines sustainable systems, sustainable systems, and environmental sciences to understand the conflicting objectives that are often part of public administration. Examine environmental justice and the administrative forces that place environmental burdens on some groups and not others, at the local/state/federal levels.

Additional recommended electives for this program include CMS 730, CMS 732, HAD 730, and PMP 710.

Public Policy & Data Analytics (MPPD)

PPD 710 Quantitative Policy Analysis 1: Foundations of Data Analytics for Public Policy

This course will introduce you to key elements of data analytics, including data preparation, analysis, visualization, and presentation. This course will also provide basic knowledge of public policy. Students will identify where data and analytics can be used to help create informative and compelling analyses that provide valuable evidence in public policy debates. *PPD 710 is a prerequisite for all other PPD courses.*

PPD 712 Quantitative Policy Analysis II: Statistics for Public Policy

This class covers the statistical tools students will encounter in the public sector. Students will be introduced to probability, statistical inference, and linear regression. Emphasis will be placed on analyzing data using Excel, which is widely used across both the public and private sectors.

PAD 730 Data Analytics and Public Policy

A leader must effectively analyze and explain complex data to stakeholders in clear, understandable language. Learn to analyze and interpret data to tell a clear and compelling “story”, manage the projects and programs, then implement policy. Topics covered will include data management, data visualization, statistical analysis, and machine learning. In addition, new tech-enabled methods of collecting and understanding data will be explored as they relate to policy administration.

PAD 714 Research Methods for Public Administration

Developing and applying new sources of knowledge is crucial to effective leadership and organizational success. This course covers research design, data collection, data analysis, and how to communicate research findings. Qualitative and quantitative research methods, experimental and non-experimental research, survey instrument development and use, case studies, content analysis, and secondary data analysis are covered. Equitable outcomes and the domains of sustainability, climate change, and social responsibility are of increasing importance to public sector leaders and this course will explore sustainability, environmental awareness, and equitable outcomes in research design and methods and will be addressed.

PPD 720 Public Policy Design

This course will teach the core principles of policy-making, emphasizing evidence-based strategies informed by robust data analytics and grounded in public law. Students will discuss ethics in the public sector, focusing on legal frameworks and ethical considerations that guide decision-making processes.

PPD 722 Public Policy Implementation and Management This course examines the practical challenges and opportunities involved in implementing and managing public policies. Students will learn how to translate policy goals into effective programs, analyze implementation processes, evaluate program performance, and adapt policies based on data-driven insights. The course emphasizes the use of data analytics to inform decision-making throughout the policy lifecycle, from design and implementation to evaluation and revision. Ethical considerations, data privacy, and community engagement are integral components of the course.

PPD 730 Data Visualization & Storytelling for Public Policy This course will provide students with fundamental principles of and practical experience in presenting data in a visual form for communication and analysis in public policy. Students will learn to become trusted advisers to decision-makers with refined abilities to inform and persuade with data.

PPD 732 Data Ethics, Privacy and Governance This course will help students understand how data can be used to shed light on various policy issues. Students will examine ethical and legal considerations in data usage, privacy, and governance.

PPD 799 Capstone

Integrating and applying what is learned across a set of courses and experiences leads to

deeper understanding and habits of practice that inform a career. The capstone project applies the data science and public policy knowledge and skills gained through the program to a real-world challenge. The specific project will vary depending on student interest and goals. Students will work with practicing professionals or industry partners in a relevant field to define and develop their capstone project. Students must complete all core courses prior to the capstone project.

TCH 750 Python Programming Essentials

This course will provide hands-on experience with fundamental programming concepts like variables, loops, functions, and conditional statements, effectively utilize Python libraries for data analysis, visualization, and automation tasks, and develop computational thinking skills to approach complex problems in a structured manner.

Additional recommended electives for this program include PAD 710, PAD 732, AIN 720, PMP 710 and PAD 712.