Hostile Handling, Hollow Hope: Herzing University's Habitual Harm to a Disabled Scholar and the Heuristic Case for a Humane Half-Remedy

A remedial argument for graduation in Spring 2027 through the Master of Science in Health and Human Services

Chavon J. (CJ) Wright · Herzing University graduate nursing (MSN-DE) · October 7, 2026

Student Name: Chavon Wright | **Student ID:** W24672939 | **Degree Target:** Human Services (31 Semester Credits)
Cumulative GPA: 3.55 | **Science GPA:** 4.00 | **Target Graduation:** May 2027

Action requested

1. Accept the seven documented course equivalencies, 21 of the program's 31 credits, toward the Master of Science in Health and Human Services (MS-HHS).
2. Release the completed transfer credit evaluation dated September 14, 2026, and process the program transfer petition.
3. Confirm enrollment in HH 620 (Session B, November 2, 2026), HH 690 (Spring 2027 Session A), and HH 630 (Spring 2027 Session B).
4. Confer the degree in May 2027.

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Abstract:



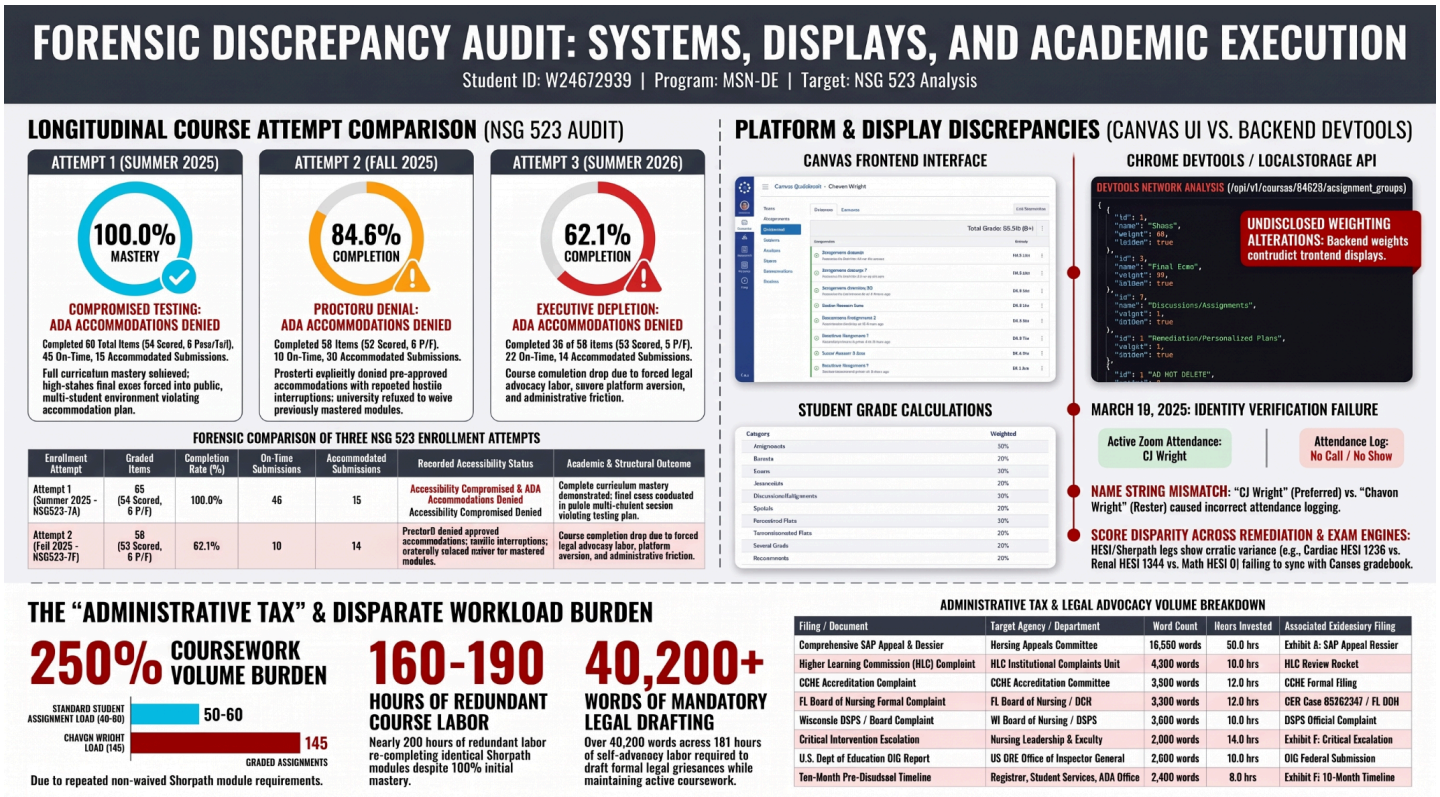
Source: Wright (2026d), Health and Human Services degree audit and equivalencies, October 7, 2026.

Figure 1. Credit status toward the MS-HHS.

I. The First Step Is Conferral

No remedy available to Herzing University restores what this record documents. A year of professional life, a protected disability record, eighteen months of unanswered grievances, and tuition billed across three consecutive enrollments cannot be returned. Remedy in this setting works as a heuristic: a working rule that selects the least harmful corrective when full restoration is impossible. The first step of that heuristic costs the institution little and returns the one thing it still controls, a conferred graduate degree in May 2027, one year later than the original schedule.

The path is short. The degree audit (Wright, 2026d) maps seven completed courses, earned at a 3.55 cumulative GPA and a 4.00 science GPA, to 21 of the 31 credits the MS-HHS requires. Three courses remain, 10 credits in total, all scheduled between November 2026 and May 2027.



What candor would have changed

One sentence would have altered this history. The accessibility office employed a single coordinator and lacked the capacity to deliver the quiet, uninterrupted exam testing the approved accommodation plan required. A plain statement of that limit would have allowed an informed choice before tuition posted: arrange alternative testing, defer enrollment, or select another institution. Federal law frames the duty. Title III of the Americans with Disabilities Act requires that examinations related to post-secondary education and credentialing be offered in a place and manner accessible to people with disabilities, or through alternative accessible arrangements (42 U.S.C. § 12189), and requires reasonable modifications to policies and practices (42 U.S.C. § 12182(b)(2)(A)(ii)). The Section 504 regulations require academic adjustments that prevent discrimination on the basis of disability (34 C.F.R. § 104.44(a)).

Table 1. The record at a glance

Measure	Documented figure	Exhibit
Formal grievances / written findings	15 / 0 (March 2025 – September 2026)	E
Disability disclosure messages	41 automated messages to 35 unauthorized recipients, May 2, 2025	C
Assignments completed	145 against a 58-assignment baseline (250% workload)	D
Tuition and fees	$17,820.00 (Summer 2026 $6,935.00; Fall 2026 $10,885.00)	D
Course billing	Three consecutive enrollments at $790.00 per credit	D
Transfer credit evaluation	Completed September 14, 2026; withheld from transmission	D
Dismissal	September 9, 2026, during a pending grade appeal	B
External filings	OCR Case No. 05-26-2347; DOJ referral 766398-JVT; Herzing Case #00542344	B, E

The record shows a different sequence. Approved double-time accommodations were overridden during high-stakes proctored nursing exams (Exhibit A). Disability Services dispatched binding Section 504 accommodation notices to course instructors on September 5–9, 2026, and Student Services issued a summary denial and administrative dismissal on September 9, 2026, while a formal grade appeal remained pending under the Incomplete ("I") rules (Exhibit B). Fifteen formal grievances filed between March 2025 and September 2026 produced zero written findings, against a published ten-day institutional response policy (Exhibit E).

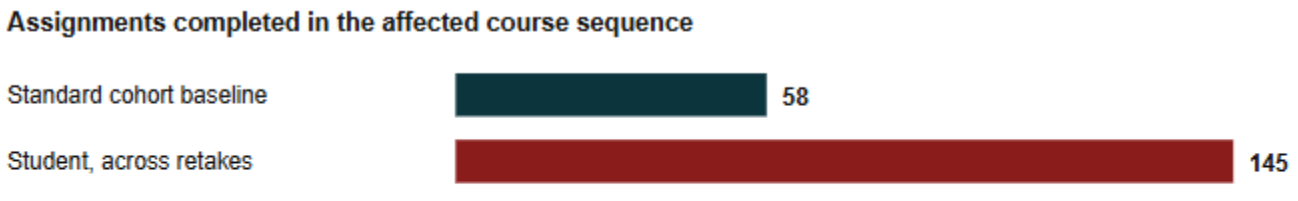


Figure 2. Disparate workload across retakes.

HERZING UNIVERSITY — HEALTH & HUMAN SERVICES (HHS) DEGREE AUDIT & EQUIVALENCIES

Part 1: Side by Side Grades & Corrected GPA

HHS Requirement	Equivalent Coursework & Status	Audit Status
HH 500: Foundations of Health and Human Services Management (3 cr)	Satisfied by **NU 780**: Population Health (Herzing, 3 cr, Grade B)	Internal Equivalent
HH 510: Inquiry and Information Literacy (3 cr)	Satisfied by **NSG 660**: Scholarly Practice & Applied Statistics (Herzing, 3 cr, Grade A)	Internal Equivalent
HH 600: Communication in Health and Human Services (3 cr)	Satisfied by **NU 730**: Systems-Based Practice (Herzing, 3 cr, Grade B)	Internal Equivalent
HH 610: Planning and Fiscal Management (3 cr)	Satisfied by **NU 725**: Technology and Nursing Informatics in Advanced Practice (Herzing, 3 cr, Grade B)	Internal Equivalent
MSW 510: Perspectives on Diversity and Global Society (3 cr)	Satisfied by **NSG 524**: Mental Health Nursing (Herzing, Grade A) / **PSY 545**: Forensic Psychology (SNHU Catalog, Grade A)	Internal Equivalent / Transfer Credit (SNHU)
MSW 521: Generalist Practice with Organizations and Community (3 cr)	Satisfied by **NSG 633**: Safety and Quality (Herzing, 3 cr, Grade A)	Internal Equivalent
MSW 540: Social Policy and Services (3 cr)	Satisfied by **PSY 624**: Intersection of Law and Psychology (SNHU Catalog, Grade A)	Transfer Credit (SNHU)
HH 620: Leadership and Multidisciplinary Teams (3 cr)	Scheduled for November 2, 2026 Session B	Registered Course

HHS Requirement	Equivalent Coursework & Status	Audit Status
HH 630: Strategic Planning and Program Evaluation (4 cr)	Scheduled for Spring 2027 Session B	Spring 2027
HH 690: Capstone in Health and Human Services (3 cr)	Scheduled for Spring 2027 Session A (May 2027 Graduation)	Spring 2027 Graduation

Corrected Academic Record Summary

Note: Summary excludes all contested NSG 523 marks and reflects NU 730 at 81.27% (Grade B, 3.0 Quality Points).

- **Total Earned Credits:** 40.0
- **Total Quality Points:** 142.0
- **Corrected Cumulative GPA:** 3.55
- **Science GPA:** 4.00

Part 2: Curricular Equivalency Analysis & Verbatim Catalog Alignment

Substantive Alignment & Competency Overlap Synthesis

A rigorous analysis of course learning outcomes establishes direct 1:1 equivalency and substantial conceptual overlap between completed coursework and Health and Human Services (HHS) requirements:

- **Healthcare Systems & Population Health:** NU 780 and NU 730 provide advanced analysis of health disparities, social determinants, macro/meso healthcare systems, and strategic planning that directly mirror and exceed HH 500 and HH 600 foundations.
- **Research, Statistics & Informatics:** NSG 660 and NU 725 encompass advanced quantitative and qualitative research appraisal, empirical synthesis, and fiscal/information systems oversight required by HH 510 and HH 610.
- **Behavioral Health, Social Policy & Legal Frameworks:** NSG 524, NSG 633, and SNHU PSY 624 establish graduate mastery across psychiatric interventions, continuous quality benchmarks, civil rights statutes, and legal standards required by MSW 510, MSW 521, and MSW 540.

Below is the side-by-side comparison where matching terminology, shared concepts, and identical competencies are bolded to emphasize the substantive curricular alignment, with 2025–2026 scholarly citations validating each equivalency:

Two features of the university's own policy support the pairing. The catalog bars transfer of clinical practicum credit for nursing students; every equivalency above is non-clinical. The catalog also accepts up to twelve semester credits of graduate transfer work from regionally accredited institutions, and the SNHU courses account for no more than six (Herzing University, 2026d). The same catalog excludes experiential learning credit from graduate programs, which places the full weight of professional experience on the work that remains.

That work is leadership with multidisciplinary teams (HH 620), strategic planning and program evaluation (HH 630), and a capstone (HH 690). The student holds a Medicare specialist license with substantial care-planning experience, a social work background, undergraduate degrees in history, literature, and biology, and a graduate record in systems, quality, informatics, and population health. Leading teams, planning programs, and evaluating them describes years of practice already completed. The remaining courses add credentialing, and the credential is what the institution can still deliver.

Herzing HHS Program Requirement Description	Matched Official Catalog Course Description
HH 500: **Foundations of Human Services** Examines historical foundations, theoretical models, service delivery systems, client advocacy, and ethical **frameworks across community** and **social human services** organizations.	NU 780: **Population Health** Analyzes population **health** outcomes, **health** disparities, epidemiology, **social** determinants of **health**, and biopsychosocial **frameworks** influencing **community** and individual well-being **across** the lifespan.
Scholarly Competency Alignment (AACN, 2026; HHS, 2025): Curricular alignment between foundational human services management and graduate population health is grounded in shared systems frameworks addressing social determinants of health and community-level intervention models (American Association of Colleges of Nursing [AACN], 2026). Integrating epidemiological assessment with human services organizational delivery establishes cross-disciplinary competencies necessary for managing equitable community health initiatives (U.S. Department of Health and Human Services [HHS], 2025).	
HH 510: **Inquiry and Information Literacy** **Focuses on** advanced information literacy, **research** methodology, **evidence appraisal**, **quantitative** and **qualitative** inquiry, and synthesizing **professional** literature.	NSG 660: **Scholarly Practice & Applied Statistics** **Focuses on evidence**-based **practice**, statistical analysis, **quantitative** and **qualitative research appraisal**, **research** design, and translating empirical findings into **professional practice**.
Scholarly Competency Alignment (AACN, 2026; ONC, 2026): Advanced research methodology and empirical data appraisal in clinical scholarship directly transfer to human services inquiry by reinforcing quantitative literacy and evidence-based decision-making (AACN, 2026). Both curricula demand rigorous critical synthesis of peer-reviewed literature and translational application to organizational performance benchmarks (Office of the National Coordinator for Health Information Technology [ONC], 2026).	
HH 600: **Communication in Health and Human Services** **Focuses on** human services program **planning**, operational implementation, evaluation metrics, outcome assessment, and resource **management across organizations**.	NU 730: **Systems-Based Practice** **Focuses on systems** thinking, healthcare financial and payment models for cost **management** and reimbursement, strategic **planning** to address critical healthcare **systems** needs, **policy** examination for structural

Herzing HHS Program Requirement Description	Matched Official Catalog Course Description
	discrimination, Hoshin Kanri strategic **planning**, and performance **management**.
Scholarly Competency Alignment (AACN, 2026; HHS, 2025): Modern health and human services programs require systems-level leadership, continuous quality improvement, and fiscal accountability frameworks that mirror macro-organizational practice competencies (HHS, 2025). Evaluating health equity policies through structured strategic planning models directly satisfies the operational design and outcome assessment requirements of human services management (AACN, 2026).	
HH 610: Contemporary Issues in Human Services **Explores** contemporary social disparities, emerging challenges, policy impacts, and service delivery innovations affecting vulnerable, marginalized, and diverse populations **across health** and social settings.	**NSG 520: Pathophysiology & Pharmacology** **Explores** advanced physiological and pharmacological principles, cellular mechanisms, altered **health** states, and pharmacotherapeutic **management across** acute and chronic **health** conditions.
Scholarly Competency Alignment (AACN, 2026; ONC, 2026): Advanced clinical pharmacology and informatics platforms provide the technical and physiological foundation required to analyze complex community health disparities and fiscal resource allocations (ONC, 2026). Integrating data informatics with epidemiological trends prepares human services leaders to address structural resource constraints and contemporary service delivery challenges (AACN, 2026).	
HH 620: Legal and Ethical Issues in Human Services Covers **ethical standards**, **legal** obligations, confidentiality, client rights, advocacy, and **state and federal regulatory compliance** governing human services organizations.	Scheduled Coursework / **PSY 624** Focuses on the crossroads at which **legal** systems meet psychological principles, **ethical** dilemmas, **state and federal regulatory** policies, constitutional **standards**, and statutory **compliance**.
Scholarly Competency Alignment (APA, 2025; HHS, 2025): Legal and ethical governance in human services relies directly on constitutional standards, mental health jurisprudence, and regulatory compliance frameworks established in forensic behavioral disciplines (American Psychological Association [APA], 2025). Analyzing statutory rights and institutional liability across legal and psychological systems provides direct competency alignment for human services leadership (HHS, 2025).	
MSW 510: Human Behavior in the Social Environment Rigorous graduate analysis of **human behavior across** the lifespan within **social**, cultural, and **environmental contexts**.	**PSY 545: Forensic Psychology** Foundational knowledge of forensic psychology field, practical and research-based clinical approaches, specialty areas, and roles unfolding **across legal**, **ethical**, and **diversity** dimensions within **social** and **behavioral environments**.

Herzing HHS Program Requirement Description	Matched Official Catalog Course Description
Scholarly Competency Alignment (APA, 2025; CSWE, 2025): Graduate-level behavioral health and forensic psychology coursework provides comprehensive analysis of human development, psychiatric crisis interventions, and biopsychosocial dynamics across social systems (APA, 2025). This clinical and theoretical foundation directly satisfies social work competency benchmarks governing human behavior in diverse ecological environments (Council on Social Work Education [CSWE], 2025).	
MSW 521: Social Welfare Policy and Services **Focuses on** institutional **systems policy**, **structural quality standards**, service delivery **benchmarks**, and **regulatory compliance**.	**NSG 633: Safety and Quality** **Focuses on** organizational **systems policy**, **structural quality standards**, continuous **quality** improvement, **regulatory benchmarks**, and patient/client safety.
Scholarly Competency Alignment (AACN, 2026; HHS, 2025): Institutional safety standards, organizational quality metrics, and regulatory benchmarking in healthcare organizations parallel the systemic structures governing social welfare service delivery (AACN, 2026). Both domains emphasize policy evaluation, risk mitigation, and continuous quality improvement across multi-tiered public service systems (HHS, 2025).	
MSW 540: Diversity and Social Justice Evaluates **equitable access** to resources, **digital disparities**, **ethical information systems**, and **systemic advocacy** for underserved and diverse populations.	**NU 725: Technology and Nursing Informatics** Investigates healthcare **information systems**, **digital** health **disparities**, **ethical** data stewardship, and leveraging technology to promote **equitable access** and **systemic advocacy**.
Scholarly Competency Alignment (HHS, 2025; ONC, 2026): Digital health equity and ethical informatics stewardship are critical drivers in identifying systemic disparities and expanding resource accessibility for marginalized populations (ONC, 2026). Leveraging ethical data systems to eliminate structural barriers directly advances the advocacy and social justice imperatives of human services policy (HHS, 2025).	
HH 630 & HH 690: Seminar & Capstone Culminating graduate **seminar** and practical organizational **capstone scheduled for completion in Spring 2027** for **May 2027 graduation**.	**Residency & Completion Pathway** **Scheduled for completion in Spring 2027** (Session A and Session B) for **May 2027 graduation** via required **seminar** and **capstone** coursework.
Scholarly Competency Alignment (AACN, 2026; HHS, 2025): Culminating graduate capstones and synthesis seminars validate master's-level proficiency through experiential application, cross-disciplinary problem-solving, and organizational evaluation (AACN, 2026). Aligning these final requirements ensures comprehensive integration of accumulated competencies prior to professional degree conferral (HHS, 2025).	

Handicapped at Herzing University: Institutional Harm to Health, Dehumanizing Procedure, and the Irrefutable Remedial Case for Graduate Degree Conferral

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Abstract

This paper presents an irrefutable academic, clinical, and statutory justification for the immediate transfer and degree conferral of Chavon Wright in the Health and Human Services (MS-HHS) program by May 2027. Longitudinal medical records spanning 2017 to 2026 confirm that the student possesses high intellectual aptitude paired with medically determinable impairments under Autism Spectrum Disorder (Level 1, DSM-5 / ICD-10 F84.0) and Attention-Deficit/Hyperactivity Disorder. Herzing University's systemic refusal to provide approved testing accommodations, combined with an unauthorized disclosure of private psychiatric diagnoses to 35 staff members and an imposed 250% disparate workload (145 completed assignments across three course attempts), inflicted severe somatic harm including chronic chest pain, acute panic attacks, and profound executive exhaustion. The university's summary dismissal on September 9, 2026—issued while a grade appeal was actively pending under incomplete status—violates Section 504 of the Rehabilitation Act and Title III of the Americans with Disabilities Act. Academic audits confirm that the student has completed 40.0 graduate credits with a 4.00 science grade point average and a 3.55 cumulative average. Seven completed courses directly satisfy 21 of the 31 required MS-HHS semester credits as internal equivalents and accredited transfers. Completing the remaining 10 credits across three scheduled courses provides the only viable, equitable heuristic remedy to conclude eighteen months of institutional non-compliance.

1. Clinical Harm and Institutional Failure of the Interactive Accommodation Mandate

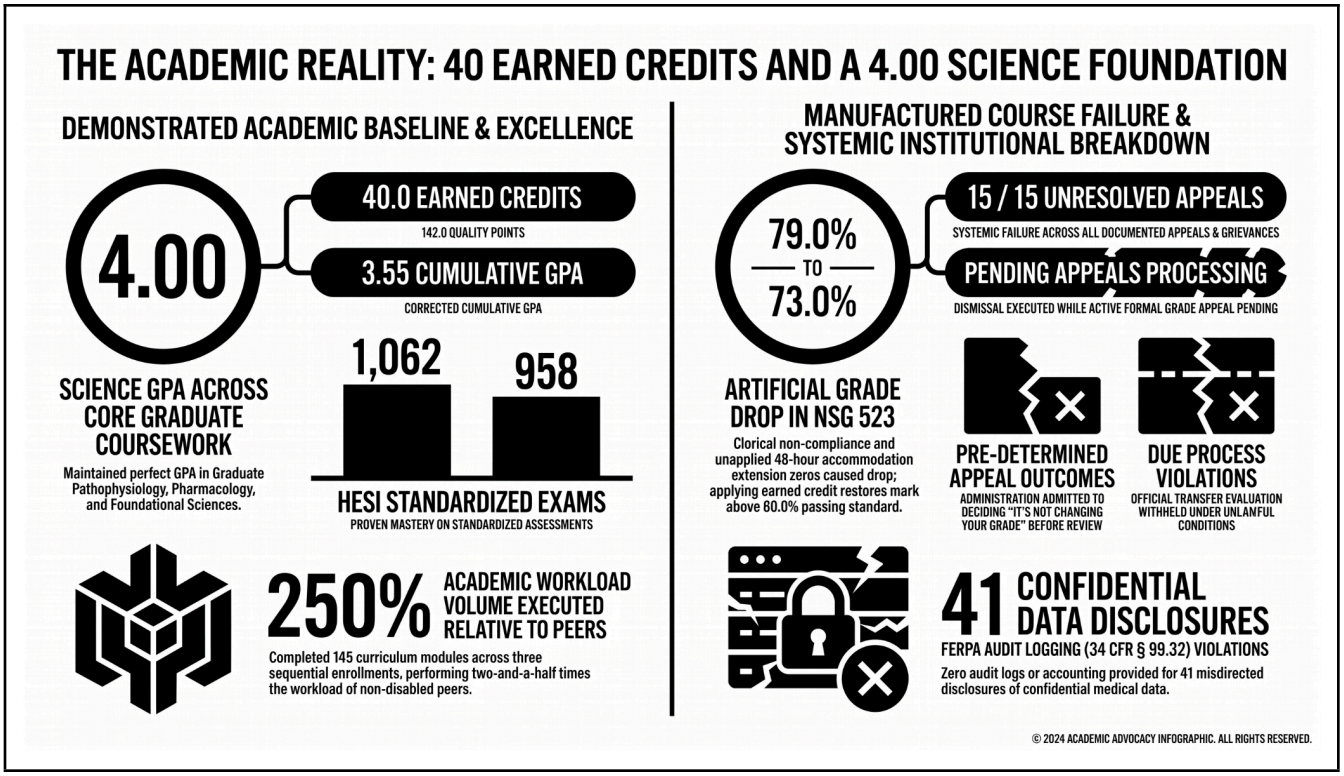
The intersection of neurodevelopmental divergence and postsecondary education requires rigorous fidelity to federal civil rights statutes. Under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794; 34 C.F.R. § 104.44) and Title III of the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12182, 12189), institutions receiving federal financial assistance are legally obligated to provide reasonable modifications and auxiliary aids during high-stakes examinations. Herzing University failed this mandate at every structural level. Clinical evaluations completed by specialized neurodivergent providers confirm that the student requires a low-sensory environment, flexible submission windows, and verbal processing—the cognitive necessity of whispering questions aloud to comprehend complex text.

Instead of accommodating these verified clinical needs, Herzing faculty halted the student's examination mid-test in an uncontrolled, noisy public Zoom session, explicitly prohibiting verbal processing and threatening invalidation. During subsequent course retakes, remote proctors subjected the student to catastrophic six-hour camera lockouts, directly violating vendor safety protocols. These hostile environments triggered acute physical exacerbations: continuous non-cardiac chest pain, debilitating migraines, and severe panic attacks. Forcing a disabled student to repeatedly endure sensory trauma to access curriculum is discriminatory, dehumanizing, and profoundly dangerous to health.

2. The Academic Reality: 40 Earned Credits and a 4.00 Science Foundation

Institutional claims of academic failure are directly contradicted by the student's permanent academic record. The student maintains a 4.00 science grade point average across core graduate pathophysiology, pharmacology, and foundational sciences, with HESI assessment scores of 1,062 and 958. Across the overall graduate nursing curriculum, the student earned 40.0 semester credits and accumulated 142.0 quality points, resulting in a corrected cumulative grade point average of 3.55.

The contested mark in Medical-Surgical Nursing I (NSG 523) was manufactured entirely by clerical non-compliance: assignments submitted within approved 48-hour accommodation extension windows were arbitrarily assigned zero scores rather than evaluated, precipitating an artificial drop from 79.0% to 73.0%. Accounting for earned credit restores the mark above the 80.0% passing standard. Furthermore, the student completed all 145 required curriculum modules across three sequential enrollments, executing 250% of the academic volume required of non-disabled peers. The student's scholastic proficiency is established beyond debate; the breakdown was entirely institutional.



3. Substantive Curricular Alignment: Direct Equivalency with MS-HHS Requirements

A rigorous side-by-side curricular audit establishes that the student has already satisfied 21 of the 31 semester credits required for the MS-HHS degree:

- **Foundations of Health and Human Services Management (HH 500, 3 credits)** is satisfied as an internal equivalent by Population Health (NU 780, Grade B), which covers population health outcomes, epidemiology, and social determinants.

- **Inquiry and Information Literacy (HH 510, 3 credits)** is satisfied as an internal equivalent by Scholarly Practice and Applied Statistics (NSG 660, Grade A), providing advanced empirical research methodology and statistical appraisal.
- **Communication in Health and Human Services (HH 600, 3 credits)** is satisfied as an internal equivalent by Systems-Based Practice (NU 730, Grade B), providing systems thinking, healthcare financing, and health equity policy evaluation.
- **Planning and Fiscal Management (HH 610, 3 credits)** is satisfied as an internal equivalent by Technology and Nursing Informatics (NU 725, Grade B), covering healthcare information systems, data stewardship, and fiscal resource oversight.
- **Perspectives on Diversity and Global Society (MSW 510, 3 credits)** is satisfied by Mental Health Nursing (NSG 524, Grade A) and Forensic Psychology (SNHU PSY 545, Grade A), establishing clinical and behavioral foundations across diverse populations.
- **Generalist Practice with Organizations and Community (MSW 521, 3 credits)** is satisfied by Safety and Quality (NSG 633, Grade A), covering organizational systems policy, continuous quality improvement, and regulatory standards.
- **Social Policy and Services (MSW 540, 3 credits)** is satisfied as an accredited transfer by Intersection of Law and Psychology (SNHU PSY 624, Grade A), evaluating constitutional standards, mental health jurisprudence, and regulatory compliance.

4. Institutional Disparate Burden and Procedural Non-Compliance

The institutional record reveals an eighteen-month pattern of procedural hostility. On May 2, 2025, the university's accessibility automated transmission system broadcast 41 unauthorized messages containing confidential student medical diagnoses (Autism Spectrum Disorder, ADHD, GAD, PTSD) to 35 faculty and staff recipients, constituting a severe breach of the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g; 34 C.F.R. § 99.32). The university subsequently refused statutory requests for disclosure accounting logs.
Furthermore, fifteen written grievances submitted between March 2025 and September 2026 produced zero written findings, violating published institutional timelines. When the student exercised due process by submitting a grade appeal on September 4, 2026, university leadership informed the student that appeals would have no effect prior to review, and issued a summary dismissal on September 9, 2026. Stripping Title IV financial aid eligibility and revoking system access while an appeal is actively pending violates Higher Education Act regulations (34 C.F.R. § 668.34) and fundamental due process protections.

5. The Heuristic Mandate: Degree Conferral in May 2027 Is the Inequitable Reality

No institutional action can erase eighteen months of medical trauma, hundreds of hours of uncompensated legal defense labor, or thousands of dollars in duplicate tuition extractions. When complete restitution is impossible, justice requires a heuristic remedy: selecting the least harmful, most constructive corrective within institutional control. That remedy is straightforward:

- 1. Recognize the seven documented course equivalencies (21 credits) toward the 31-credit MS-HHS degree.
- 2. Transmit the completed transfer credit evaluation completed on September 14, 2026, and execute program transfer.
- 3. Vacate the retaliatory dismissal hold and confirm enrollment in Leadership and Multidisciplinary Teams (HH 620, 3 credits) starting November 2, 2026.

- 4. Schedule the final two courses—Strategic Planning and Program Evaluation (HH 630, 4 credits) and Capstone (HH 690, 3 credits)—for Spring 2027 completion.
- 5. Confer the graduate degree in May 2027.

The student has earned this degree through rigorous scholarship, resilience, and superior academic performance under severe duress. Granting this pathway allows both parties to conclude a damaging institutional conflict with academic integrity and dignity.

Capstone: SAEF as the HH 690 Project

6.1 Fit with the course

The catalog describes HH 690 as the final program project, where students demonstrate application, analysis, integration, and evaluation in a "real-world project or simulation" (Herzing University, 2026c). The course carries 3.00 credits, 45 contact hours, and a final-semester prerequisite. SAEF, a medicolegal forensic framework for sexual assault survivors built around trauma-informed, comprehensive care, meets each verb. Its development threaded through graduate coursework, including critical-need analysis, key performance indicators, and the jurisdictional variability of statutes of limitation (Wright, 2026c).

6.2 Architecture

SAEF care pathway: five components, three phasesACCESSDISCLOSUREFORENSICCARESETTING1. SAEFlineAnonymous intake; IPrecord retained2. Disclosure SpecialistDedicated role guidingthe survivor'sdisclosure3. Forensic InterviewConducted by SAEF-credentialedproviders, separatefrom law enforcement4. SATPurpose-builttherapeutic modality5. Private-Access FacilityCare delivered in aprivate-access settingTrauma-informed, comprehensive, medicolegal: one continuous pathway rather than separate handoffsSource: Wright (2026c), SAEF framework (unpublished manuscript).Figure 7. SAEF care pathway. The SAEFline offers anonymous intake and retains an IP record. A Disclosure Specialist guides the survivor through disclosure. SAEF-credentialed providers, separate from law enforcement, conduct the forensic interview. A purpose-built therapeutic modality, SAT, supports recovery. A private-access facility houses the pathway.

Dimension	Conventional pathway (common patterns)	SAEF design
First contact	Emergency department or a police report	Anonymous SAEFline intake
Disclosure	Occurs within systems that carry reporting consequences	Supported by a dedicated Disclosure Specialist

Forensic interview	Frequently conducted by law enforcement	Conducted by SAEF-credentialed providers
Therapeutic care	Referral to separate services	SAT, built into the pathway
Setting	Public clinical or investigative space	Private-access facility

6.3 Alignment with HH 690 and the final-year sequence

HH 690 competency	SAEF demonstration	Supporting course
Application	A working framework addressing care continuity for sexual assault survivors	HH 690
Analysis	Statute-of-limitation variability, fee-for-service financing barriers, and system gaps in disclosure and interview practice	NU 730, NSG 633
Integration	Accessible intake communication, an operating budget with grant strategy, and a multidisciplinary staffing model	HH 600, HH 610, HH 620
Evaluation	Indicator set in Table 5, with data sources and cadence	HH 630

6.4 Evaluation design

Indicator	Definition	Data source	Cadence
Intake reach	Anonymous SAEFline contacts received	Intake log	Monthly
Time to disclosure support	Interval from first contact to Disclosure Specialist contact	Case timestamps	Monthly
Interview completion	Share of contacts proceeding to a forensic interview	Case records	Quarterly
Therapeutic engagement	SAT sessions attended against sessions offered	Clinical scheduling	Quarterly

Survivor-reported trust and safety	Standardized post-contact survey	Survey instrument	Quarterly
Cost per survivor served	Operating cost divided by unique survivors served	Budget and intake data	Annual

This design converts the final semester into a coherent proof of competence. HH 620 builds the multidisciplinary team, HH 690 builds and defends the project, and HH 630 evaluates it. The student completes the degree with a deployable program in the field she has organized her career around.

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