Legal Intake Primer

Chavon Wright
Student ID: W24672939
chavwright@herzing.edu
chavon.wright@gmail.com
352-300-5416
U.S. Dept. of Education OCR Case No.: 05262347

Herzing University
275 W Wisconsin Ave, Suite 210, Milwaukee, WI 53203
MSN-DE Online Program

Valerie Messina
Disability Rights Florida
Mandated to investigate civil rights violations, abuse, neglect, and discrimination against individuals with disabilities in postsecondary education programs throughout Florida.
State Protection & Advocacy System
Senior Advocacy Specialist
valeriem@disabilityrightsflori...
850-617-9767
Office: 850-488-9071 x9767

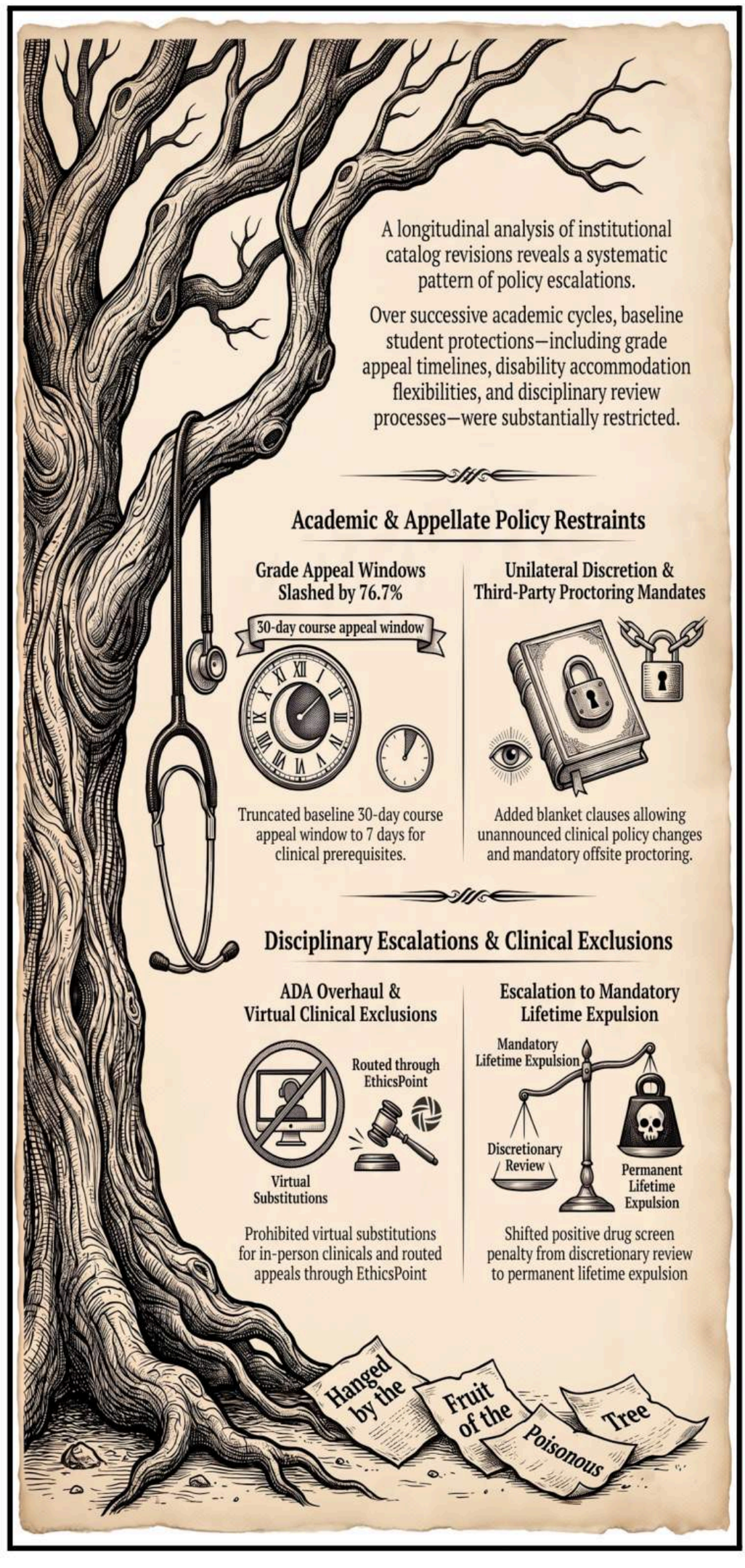
Chavon Wright asked to be accommodated with a quiet testing environment.

Herzing University not only refused, but actively retaliated.

Consciousness of guilt is clearly documented by the path of their policy updates aligning perfectly with the student's grievances and attention to federal policy violations.

But instead of using this opportunity to improve conditions for minority and disabled students, Herzing doubled down on their discrimination.

Hanged like Strange Fruit of the Poisonous Tree: Herzing University's Habitual Harm



Approved Disability Accommodations

Herzing University ADA Services = One single Administrator for all online students.

Attempted to formalize the following accommodations from March - September 2025 Finally, an instructor attempted to disallow accommodations and reached out to ADA, which was the only way I was able to speak with her.

Accommodations were approved but still systematically violated across 2025 and 2026.

200% Extended Testing Time

48-Hour Assignment Submission Extension Window

Vocalization / Verbal Processing During Exams

Reduced-Distraction Testing Environment

Breaks as Needed During Testing Sessions

Image. Accommodations Denied Through Entirety of Enrollment Infographic

VERIFIED MEDICAL RECOMMENDATIONS VS. INSTITUTIONAL REALITY

A side-by-side comparative analysis contrasting the verified clinical accommodation recommendations prescribed by Talkiatry psychiatric evaluators against the actual zero-implementation, administrative barriers, proctoring overrides, and privacy breaches documented in the university record.

VERIFIED MEDICAL ACCOMMODATIONS (TALKIATRY RECOMMENDATIONS)

200% Extended Testing Time & Verbal Processing

Clinical prescription authorizing double testing time and reading questions aloud for self-regulation.



Flexible Deadline Grace Period Without Advance Notice

Flexible 48-hour assignment submission windows designed specifically to accommodate unpredictable executive dysfunction.



Private Distraction-Reduced Testing Environment

Private testing space permitting short off-camera breaks, physical stretching, and self-administered medication.



INSTITUTIONAL IMPLEMENTATION RECORD (UNIVERSITY RESPONSE)

Active Exam Overrides & Prohibited Accommodations

Proctors interrupted public Zoom exams to prohibit verbal processing alongside seven-hour lockouts.



Contradictory Pre-Notice Barriers & 6-Month Delay

Unilaterally mandated 48-hour advance notice for extensions and delayed accommodation processing six months.



Systemic Data Disclosures & Pre-Determined Appeals

Disclosed diagnoses across 41 misdirected emails while pre-determining grade appeal rejections without evaluation.



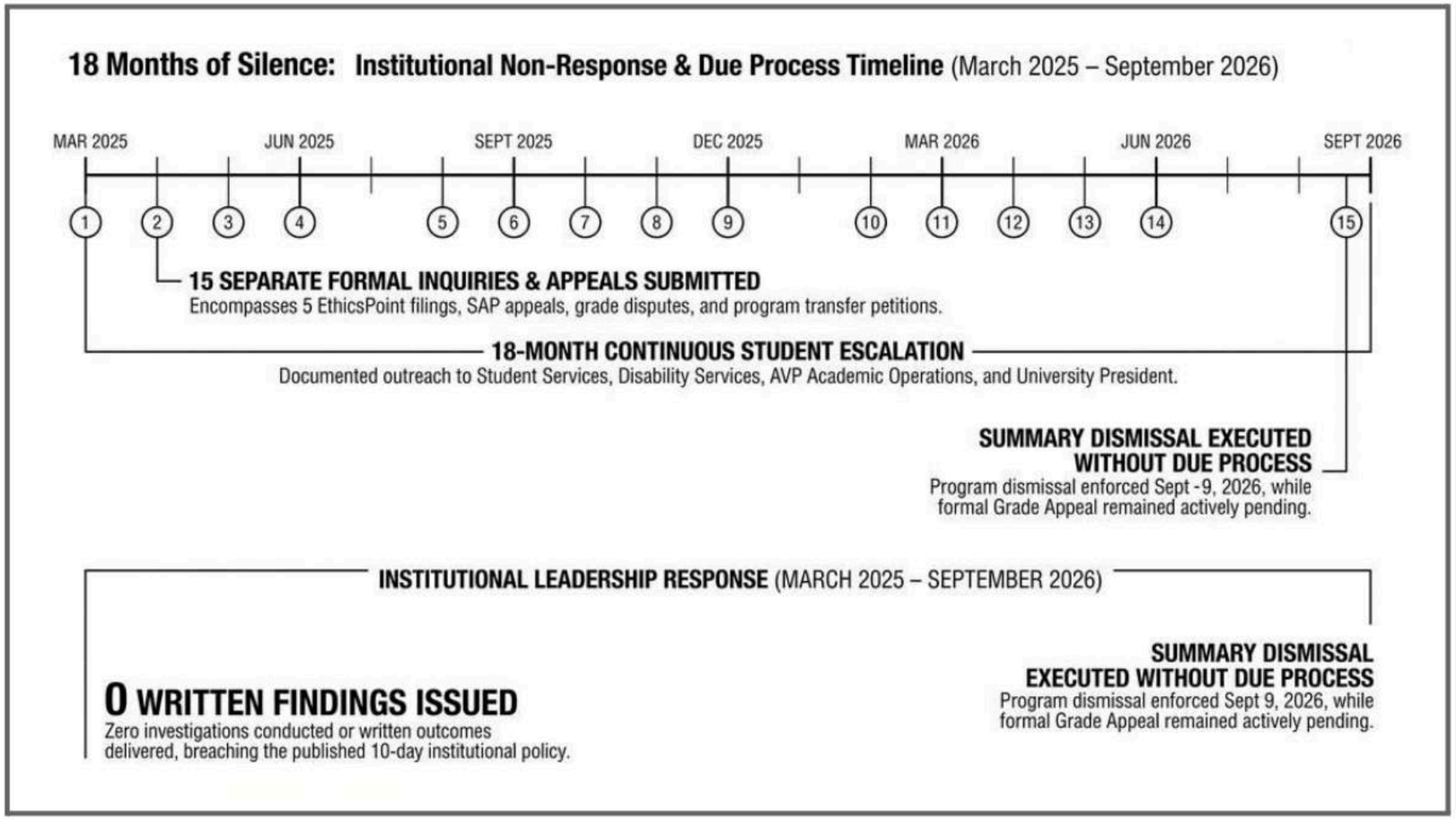


Image. Discriminatory and Retaliatory Stonewalling of Administration

Pillar 1: ADA All Day — Longitudinal Testing Sabotage & Interactive Process Failures (2024–2026)

Across two full years of graduate nursing study, not a single examination was administered under fully accommodated, unharassed testing conditions.

Systemic Interactive Process Failure: Six-month institutional delay between initial formal disclosure (March 2025) and initial meeting (September 2025).

Third-Party Proctoring Hostility: Remote proctors (ProctorU / Meazure Learning) repeatedly interrupted examinations for approved cognitive behaviors (verbal processing), threatened invalidation, and stated disability 'would not be tolerated.'

6-Hour Platform Lockouts: Student subjected to catastrophic 6-hour delay during NSG 523 Retake Exam 2 (Ticket #7407283) in violation of vendor's mandatory 15-minute rescheduling policy.

Pillar 2: Systematic Inequality & Disparate Workload Burden

The Complainant performed exponentially more academic labor than non-disabled peers who did not request basic statutory accommodations.

- Completed 100% of coursework modules multiple times across three distinct course attempts in NSG 523.
- Completed over 145 Sherpath curriculum modules in NSG 523 alone, representing a 250% disparate workload burden.
- Forced to repeat entire courses, repay full tuition, absorb over 170 hours of formal legal defense drafting (exceeding 37,800 words), and endure uncompensated 80-hour weekly administrative defense labor to protect her basic educational standing.

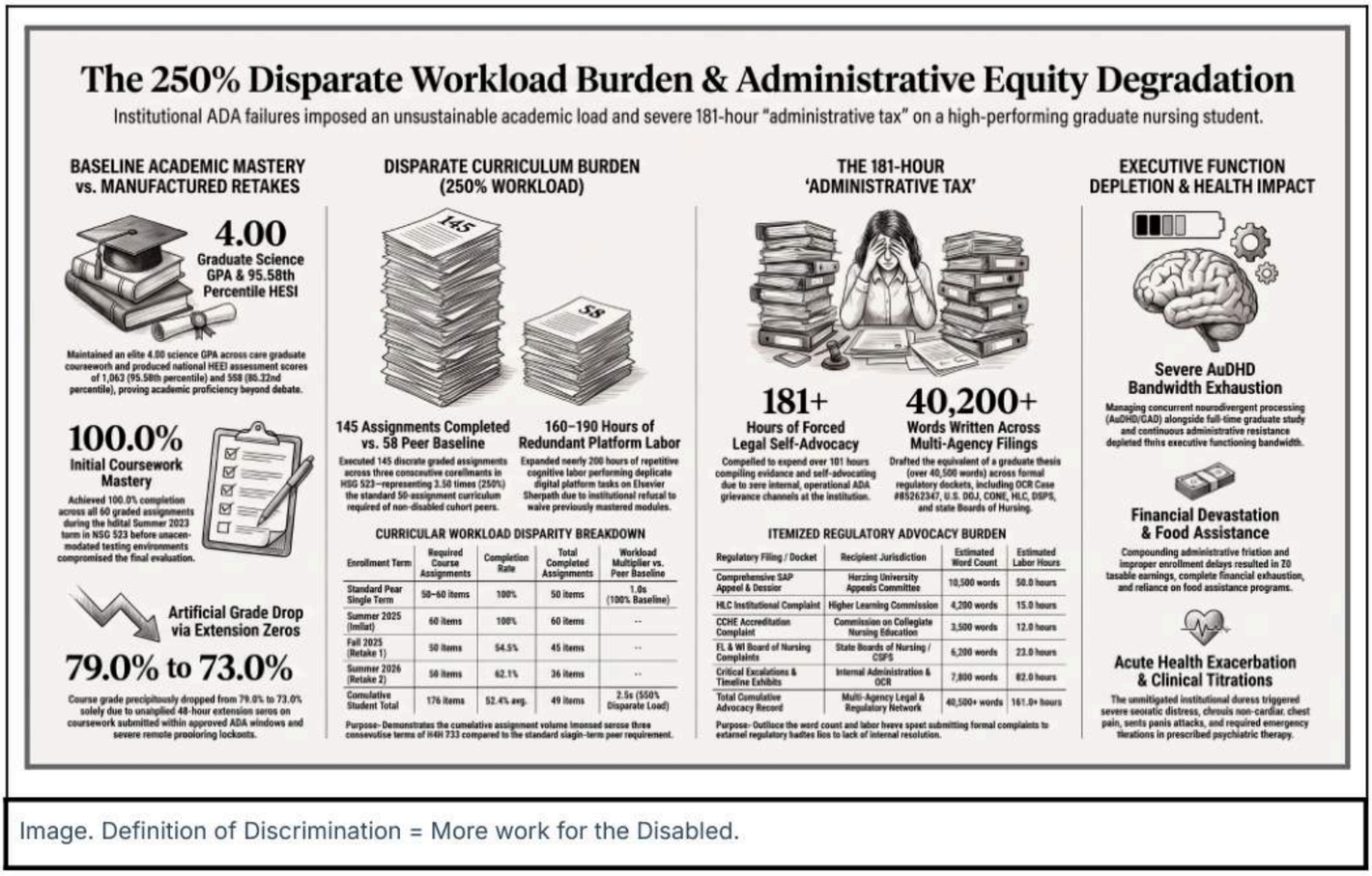
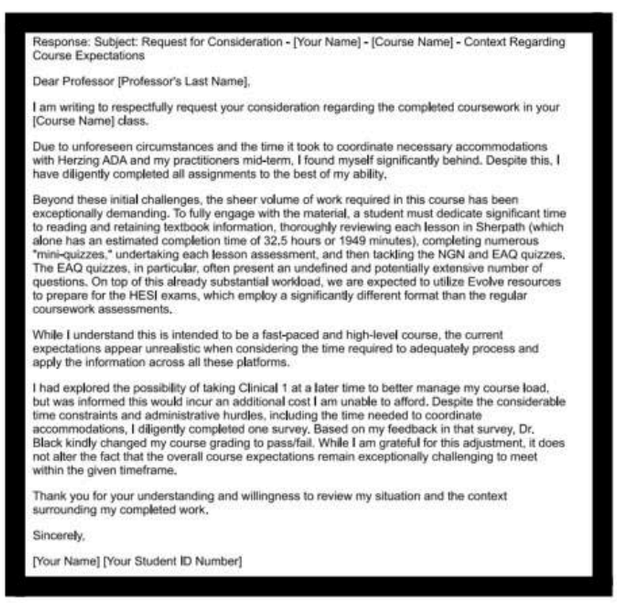


Image. Definition of Discrimination = More work for the Disabled.



Response: Subject: Request for Consideration - [Your Name] - [Course Name] - Context Regarding Course Expectations

Dear Professor [Professor's Last Name],

I am writing to respectfully request your consideration regarding the completed coursework in your [Course Name] class.

Due to unforeseen circumstances and the time it took to coordinate necessary accommodations with Herzing ADA and my practitioners mid-term, I found myself significantly behind. Despite this, I have diligently completed all assignments to the best of my ability.

Beyond these initial challenges, the sheer volume of work required in this course has been exceptionally demanding. To fully engage with the material, a student must dedicate significant time to reading and retaining textbook information, thoroughly reviewing each lesson in Sherpath (which alone has an estimated completion time of 32.5 hours or 1949 minutes), completing numerous "mini-quizzes," undertaking each lesson assessment, and then tackling the NGN and EAQ quizzes. The EAQ quizzes, in particular, often present an undefined and potentially extensive number of questions. On top of this already substantial workload, we are expected to utilize Evolve resources to prepare for the HESI exams, which employ a significantly different format than the regular coursework assessments.

While I understand this is intended to be a fast-paced and high-level course, the current expectations appear unrealistic when considering the time required to adequately process and apply the information across all these platforms.

I had explored the possibility of taking Clinical 1 at a later time to better manage my course load, but was informed this would incur an additional cost I am unable to afford. Despite the considerable time constraints and administrative hurdles, including the time needed to coordinate accommodations, I diligently completed one survey. Based on my feedback in that survey, Dr. Black kindly changed my course grading to pass/fail. While I am grateful for this adjustment, it does not alter the fact that the overall course expectations remain exceptionally challenging to meet within the given timeframe.

Thank you for your understanding and willingness to review my situation and the context surrounding my completed work.

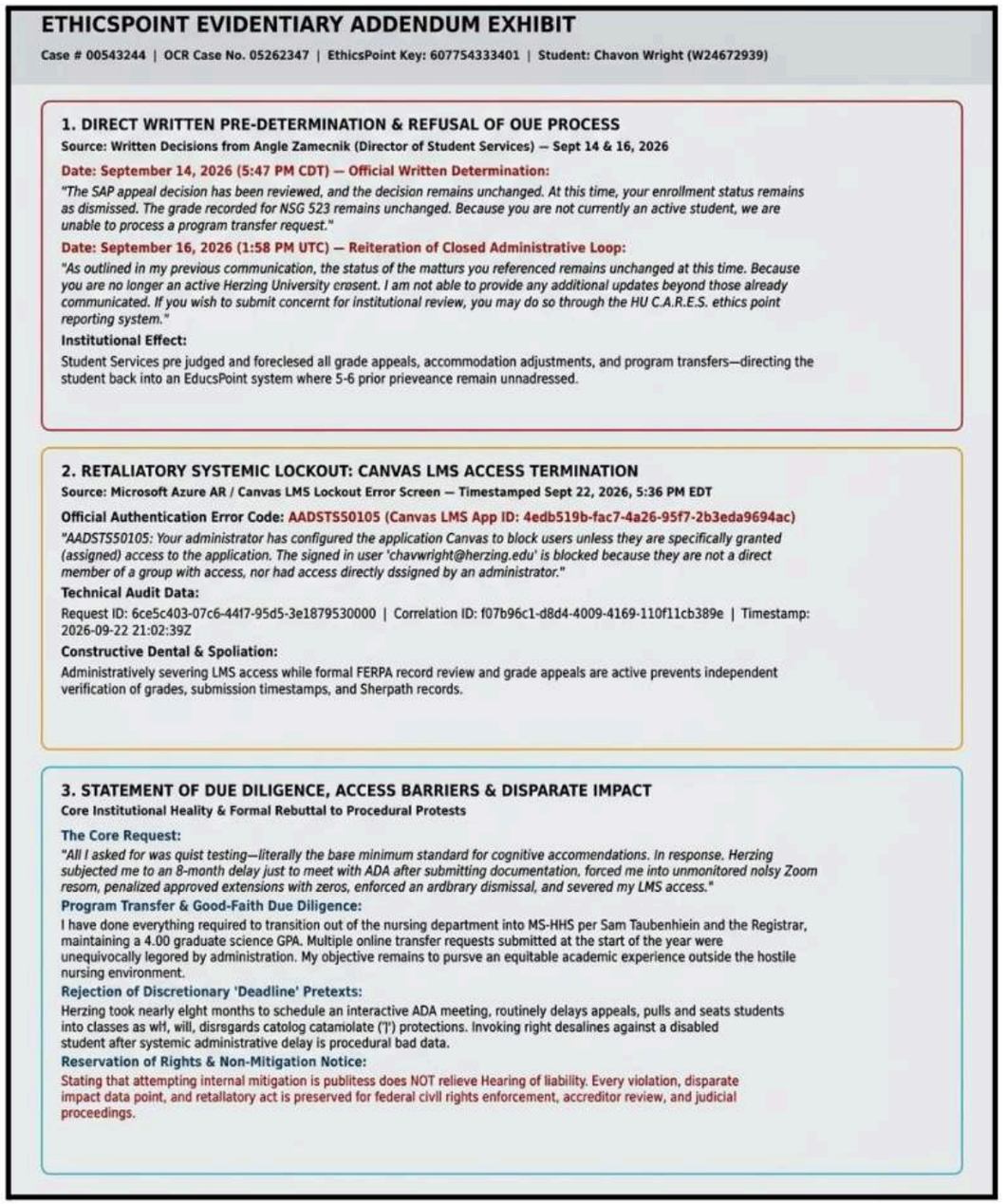
Sincerely,

[Your Name] [Your Student ID Number]

- ☐ **Pillar 3: Academic Standing (3.02 Cumulative GPA) & Unlawful Financial Aid Stripping**
- ☐ Academic Merit: Maintained a 3.02 cumulative GPA and a 4.00 science GPA (grade A in SC 154 and SC 254; HESI scores of 1,062 and 958).
- ☐ Unlawful Aid Termination: Financial aid abruptly terminated under Satisfactory Academic Progress (SAP) while formal grade appeal was pending.
- ☐ Ignored Transfer Requests: Student formally requested program change to Master of Science in Healthcare Human Services (MS-HHS) in May and August 2026, and reiterated today. Herzing weaponized the SAP appeal to block transfer and impose an arbitrary 4-month wait until January 2027.
- ☐ Verify cumulative GPA and science GPA records prior to SAP termination.
- ☐ Review SAP financial aid cancellation timing relative to active grade appeals.
- ☐ Examine program transfer requests to MS-HHS and institutional responses.

Pillar 4: Prejudged Appeals & Bad-Faith Administrative Hostility

- ☐ **Institutional leadership and faculty Director Angie Zamecnik, Dr. Danielle Laban informed the complainant that 'you can appeal, but nothing will change' prior to reviewing written submissions.**
- ☐ Dr. Raywattie Prashad & Dr. Doreen Freeman
- ☐ **Retaliatory Placement:** Intentionally assigned Complainant back to Instructor Brandi Wilford for NSG 523 retake despite a prior formal petition (March 21, 2025) requesting reassignment due to documented bias.
- ☐ **Summary Dismissal:** Issued SAP administrative dismissal on September 9, 2026, while the formal grade appeal remained actively pending.



ETHICSPOINT EVIDENTIARY ADDENDUM EXHIBIT

Case # 00543244 | OCR Case No. 05262347 | EthicsPoint Key: 607754333401 | Student: Chavon Wright (W24672939)

1. DIRECT WRITTEN PRE-DETERMINATION & REFUSAL OF OUE PROCESS

Source: Written Decisions from Angie Zamecnik (Director of Student Services) — Sept 14 & 16, 2026

Date: September 14, 2026 (5:47 PM CDT) — Official Written Determination:

"The SAP appeal decision has been reviewed, and the decision remains unchanged. At this time, your enrollment status remains as dismissed. The grade recorded for NSG 523 remains unchanged. Because you are not currently an active student, we are unable to process a program transfer request."

Date: September 16, 2026 (1:58 PM UTC) — Reiteration of Closed Administrative Loop:

"As outlined in my previous communication, the status of the matturs you referenced remains unchanged at this time. Because you are no longer an active Herzing University ɛrɑsent. I am not able to provide any additional updates beyond those already communicated. If you wish to submit concernt for institutional review, you may do so through the HU C.A.R.E.S. ethics point reporting system."

Institutional Effect:

Student Services pre judged and foreclesed all grade appeals, accommodation adjustments, and program transfers—directing the student back into an EducsPoint system where 5-6 prior prieveance remain unnadressed.

2. RETALIATORY SYSTEMIC LOCKOUT: CANVAS LMS ACCESS TERMINATION

Source: Microsoft Azure AR / Canvas LMS Lockout Error Screen — Timestamped Sept 22, 2026, 5:36 PM EDT

Official Authentication Error Code: AADSTS50105 (Canvas LMS App ID: 4edb519b-fac7-4a26-95f7-2b3eda9694ac)

"AADSTS50105: Your administrator has configured the application Canvas to block users unless they are specifically granted (assigned) access to the application. The signed in user 'chavwright@herzing.edu' is blocked because they are not a direct member of a group with access, nor had access directly dssigned by an administrator."

Technical Audit Data:

Request ID: 6ce5c403-07c6-44f7-95d5-3e1879530000 | Correlation ID: f07b96c1-d8d4-4009-4169-110f11cb389e | Timestamp: 2026-09-22 21:02:39Z

Constructive Dental & Spoliation:

Administratively severing LMS access while formal FERPA record review and grade appeals are active prevents independent verification of grades, submission timestamps, and Sherpath records.

3. STATEMENT OF DUE DILIGENCE, ACCESS BARRIERS & DISPARATE IMPACT

Core Institutional Heality & Formal Rebuttal to Procedural Protests

The Core Request:

"All I asked for was quist testing—literally the bare minimum standard for cognitive accomendations. In response. Herzing subjected me to an 8-month delay just to meet with ADA after submitting documentation, forced me into unmonitored nolsy Zoom resom, penalized approved extensions with zeros, enforced an ardbrary dismissal, and severed my LMS access."

Program Transfer & Good-Faith Due Diligence:

I have done everything required to transition out of the nursing department into MS-HHS per Sam Taubenhiein and the Registrar, maintaining a 4.00 graduate science GPA. Multiple online transfer requests submitted at the start of the year were unequivocally legored by administration. My objective remains to pursve an equitable academic experience outside the hostile nursing environment.

Rejection of Discretionary 'Deadline' Pretexts:

Herzing took nearly elght months to schedule an interactive ADA meeting, routinely delays appeals, pulls and seats students into classes as wh, will, disrɘgards catolog catamolate ('I') protections. Invoking right desalines against a disabled student after systemic administrative delay is procedural bad data.

Reservation of Rights & Non-Mitigation Notice:

Stating that attempting internal mitigation is publitess does NOT relieve Hearing of liabiilty. Every violation, disparate impact data point, and retallatory act is preserved for federal civil rights enforcement, accreditor review, and judicial proceedings.

🎧 Acing_Exams_Software_Says_You_Failed.m4a

Image. Unhealthy and Inhumane, Mental Health Exacerbation

CLINICAL SAFETY RISK MATRIX & INSTITUTIONAL COMPLIANCE BREAKDOWN

Context Summary: Extracted from formal regulatory filings (OCR Case No. 05262347 / Herzing Case # 00542344), detailing unaddressed clinical placement hazards, medical accommodation failures, and procedural violations within Herzing University's graduate nursing program, alongside documented leadership non-response across 15 grievances.

REPORTED CLINICAL HAZARD	GOVERNING SAFETY STANDARD / CITATION	LEADERSHIP RESPONSE STATUS
UNSAFE CLINICAL PLACEMENT & HEALTH EXACERBATION		
Severe physical and mental distress triggered by unaccommodated, hazardous clinical rotation demands.	CCNE Key Element II-A ACEN Standard 3 & 4 Section 504 (34 C.F.R. § 104.7)	Dismissed during teleconference; zero safeguards provided; summary dismissal issued.
HOSTILE PROCTORING & TESTING OVERRIDES		
Active overriding of approved double-time accommodations during high-stakes proctored nursing exams.	Title III ADA (42 U.S.C. § 12182) CCNE Standard III-D	EthicsPoint filings (EP-2025-1219, EP-2025-0728) archived without investigation.
FERPA VIOLATIONS & DISPARATE WORKLOAD		
41 misdirected disability disclosure emails and a 250% disparate coursework burden.	FERPA (34 C.F.R. Part 99) Title VI Civil Rights Act	Refused audit logs; enforced 145 redundant modules; ignored 15 consecutive appeals.

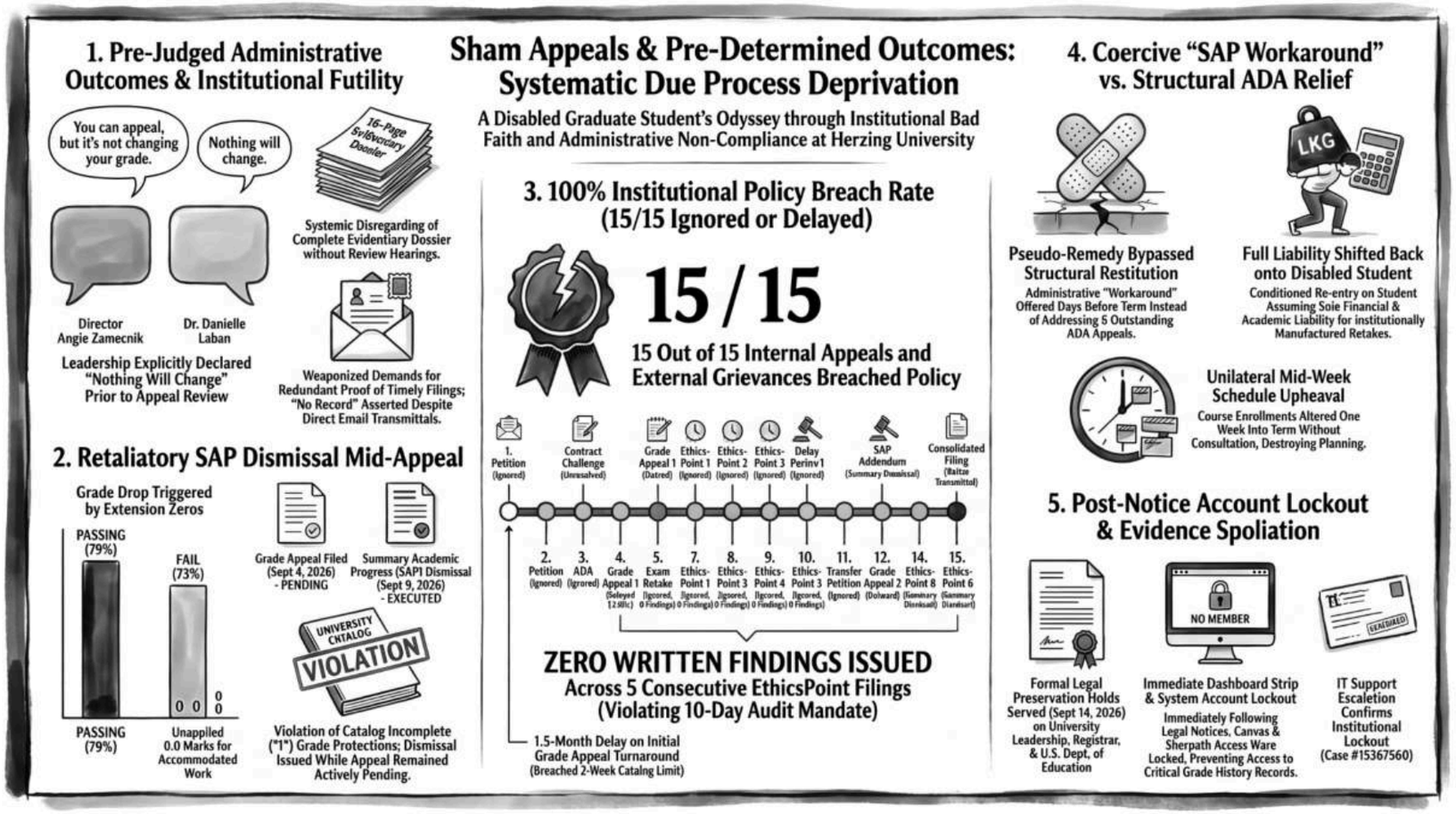
15 OF 15 FORMAL GRIEVANCES UNRESOLVED

100% of internal EthicsPoint filings and appeals were ignored, delayed, or summarily rejected.

BAD-FAITH DISMISSAL DURING PENDING APPEAL

Executed SAP dismissal on Sept 9 while active grade appeal remained pending.

Pillar 5: Real-Time Evidence Spoliation & Account Lockout



Immediately following formal FERPA demands and non-spoliation directives served on September 14, 2026, Herzing stripped course access from the Canvas student dashboard and revoked Sherpath account access ('no member' error).

☐ Confirmed by Canvas Technical Support Case #15367560
☐ chat transcript on September 28, 2026 (Jose P.),
☐ documenting institutional locking of course enrollments.

☐ Immediate legal intervention required to impose a binding federal preservation hold.

☐ Inspect Canvas support chat transcripts documenting course account locks.

☐ Confirm status of Sherpath platform access and 'no member' error logs.

☐ Establish legal scope and parameters for the federal preservation hold.

The_Trajectory_of_Attrition.pptx

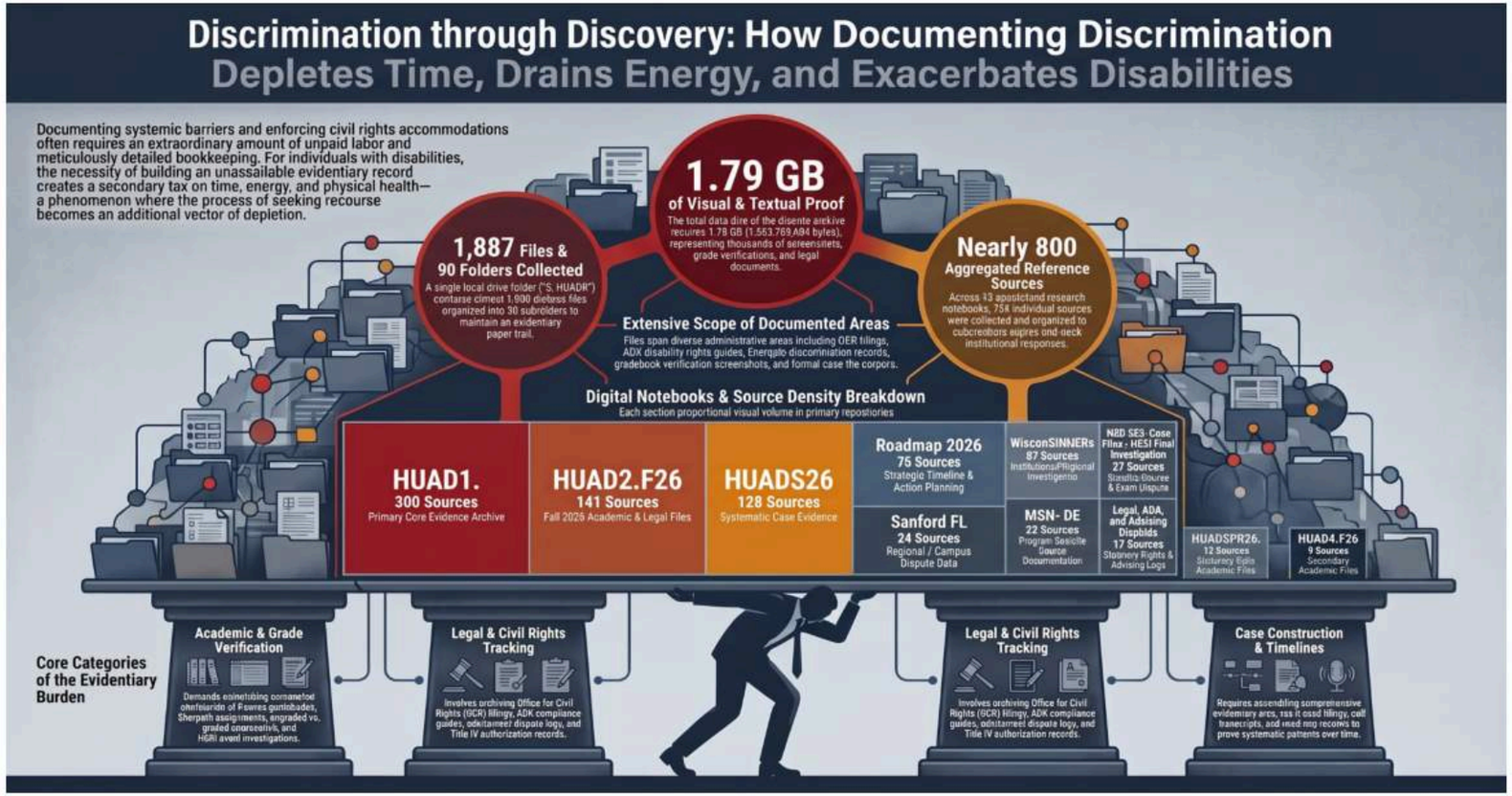
Visual Evidence & Discovery Registry

HUADA Evidentiary Website

Ferpa Denials from Registrar and retaliatory privacy violations

Privacy Requests from Microsoft, Canvas, Sherpath, Elsevier, ProctorU, Proctorio,

Deleted Assignments, locked out of accounts



Assignments are weighted by group:

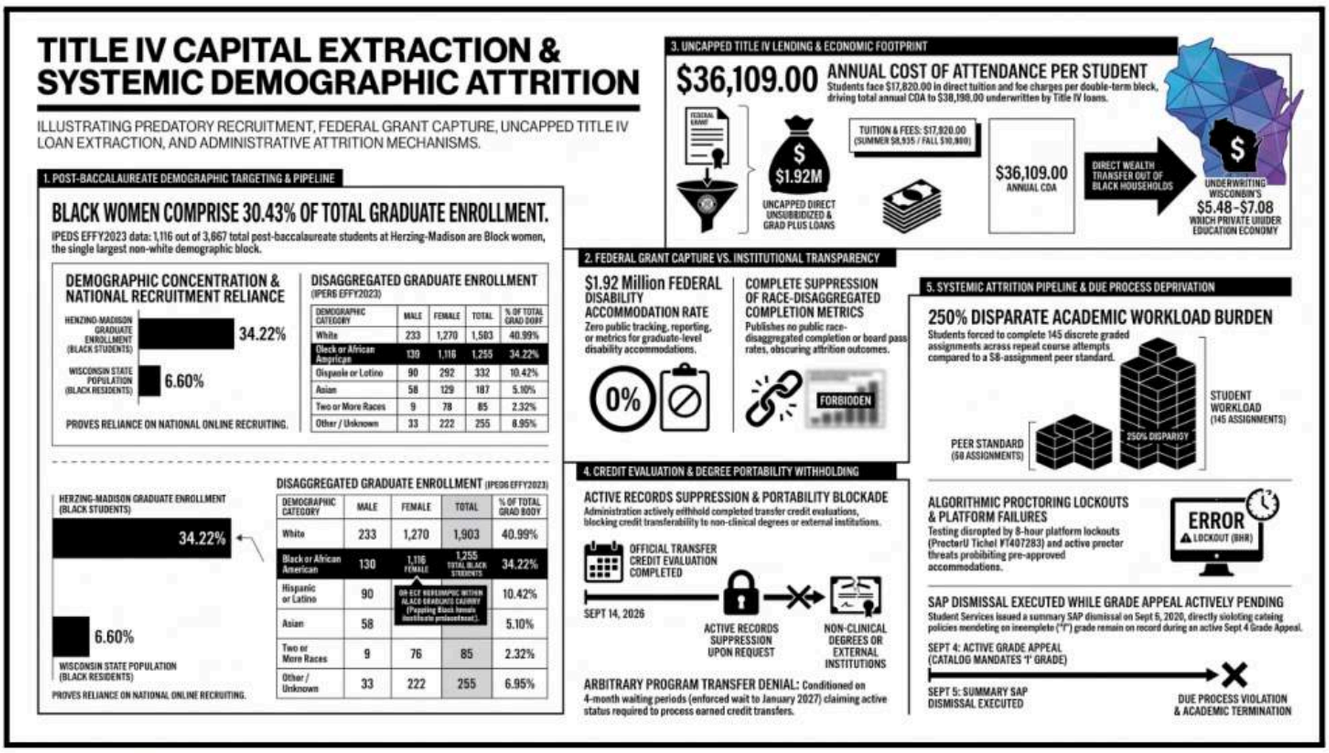
Group	Weight
Ungraded	0%
Lessons, Discussions, Assignments	5%
Quizzes	10%
Exams	40%
Final Exam	40%
Remediation Packets	5%
Imported Assignments	0%
ARCHIVE/DELETE	0%
Total	**100%**

Civil Rights Analysis:
Institutional Demographics,
HRSA Grant & Title IV Pipeline
Herzing University's
treatment of the Complainant
is situated within a
documented predatory
credentialing pipeline:

Post-Baccalaureate Demographics:
Black or African American students
constitute 34.22% (1,255 of 3,667)
of Herzing University–Madison's
post-baccalaureate student body.

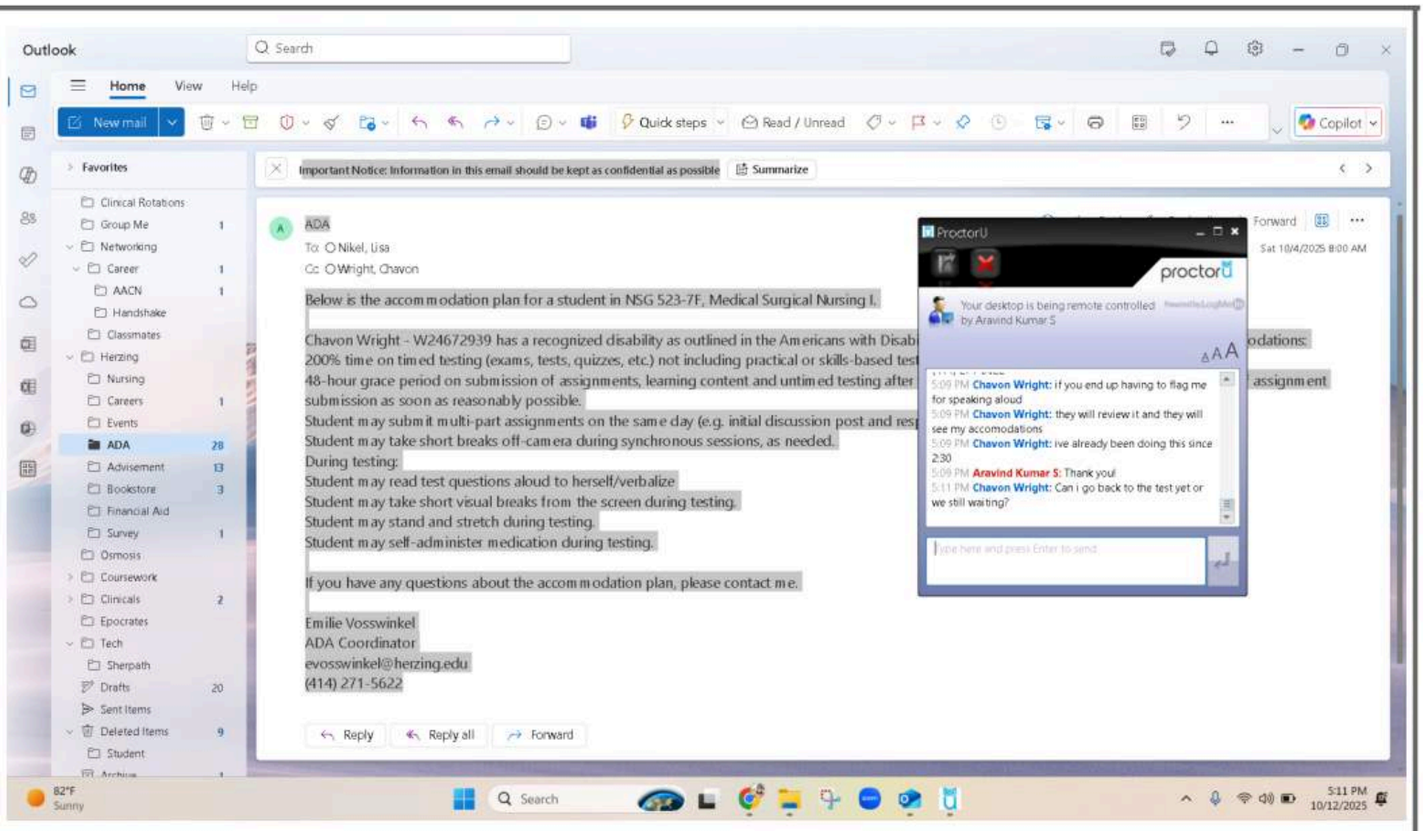
Black women comprise 88.92%
(1,116 students) of that cohort,
representing the single largest
demographic bloc in the graduate school
(NCES IPEDS EFFY2023; The Princeton Review, 2026).
In 2021, Herzing captured a $1.92 million
federal Health Resources and Services Administration
(HRSA) Behavioral Health Workforce Education and
Training (BHWET) grant specifically awarded to expand underrepresented minority graduate nursing recruitment.

Predatory Capital Extraction: While leveraging federal diversity grants and extracting uncapped federal Direct Unsubsidized and Grad PLUS loans from non-resident Black women to underwrite Wisconsin's private higher education economy, Herzing reports 0% graduate disability accommodations and suppresses race-disaggregated completion metrics.

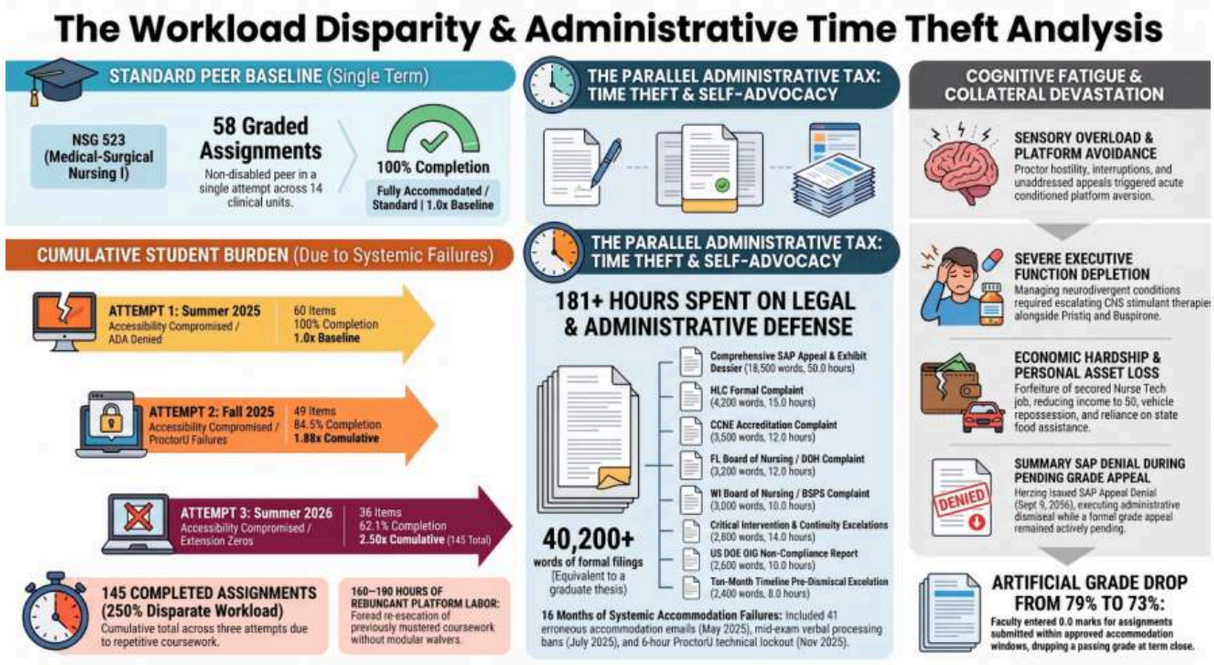


Accreditation, Policy, State & Federal Violations

2025 2026	Accreditation Standards (CCNE & HLC)	CCNE Standards II & IV; HLC Criteria Two & Three regarding academic quality, ethical conduct, and student outcomes.
2025 2026	State Laws & Contractual Duties (Wis. Stat. § 106.52)	Denial of public accommodation; breach of implied covenant of good faith and fair dealing via arbitrary zeros and bad-faith advising abandonment.
March 2025	Section 504 Rehabilitation Act	Institutional failure to provide prompt interactive process, delaying accommodations for six months.
		Dr. Raywattie Prashad submitted a grade change form updating NSG522-8D grade from Incomplete to A (94.16%).
Summer 2025 - Administrative Burden Begins		
August 2025	ADA Title III	Initial breach of 48-hour extension accommodation, manufacturing NSG 523 failure.
Fall 2025 - Appeal Denial, Retest Denial, Removal from Classes One Month into Term		
September 2025	ADA Title III	Retaliatory course placement under Instructor Brandi Wilford in violation of 42 U.S.C. § 12203(a).
October 12–14, 2025	ADA Title III	Remote proctor harassment prohibiting verbal processing accommodations; configuration of 150% time link instead of approved 200%.

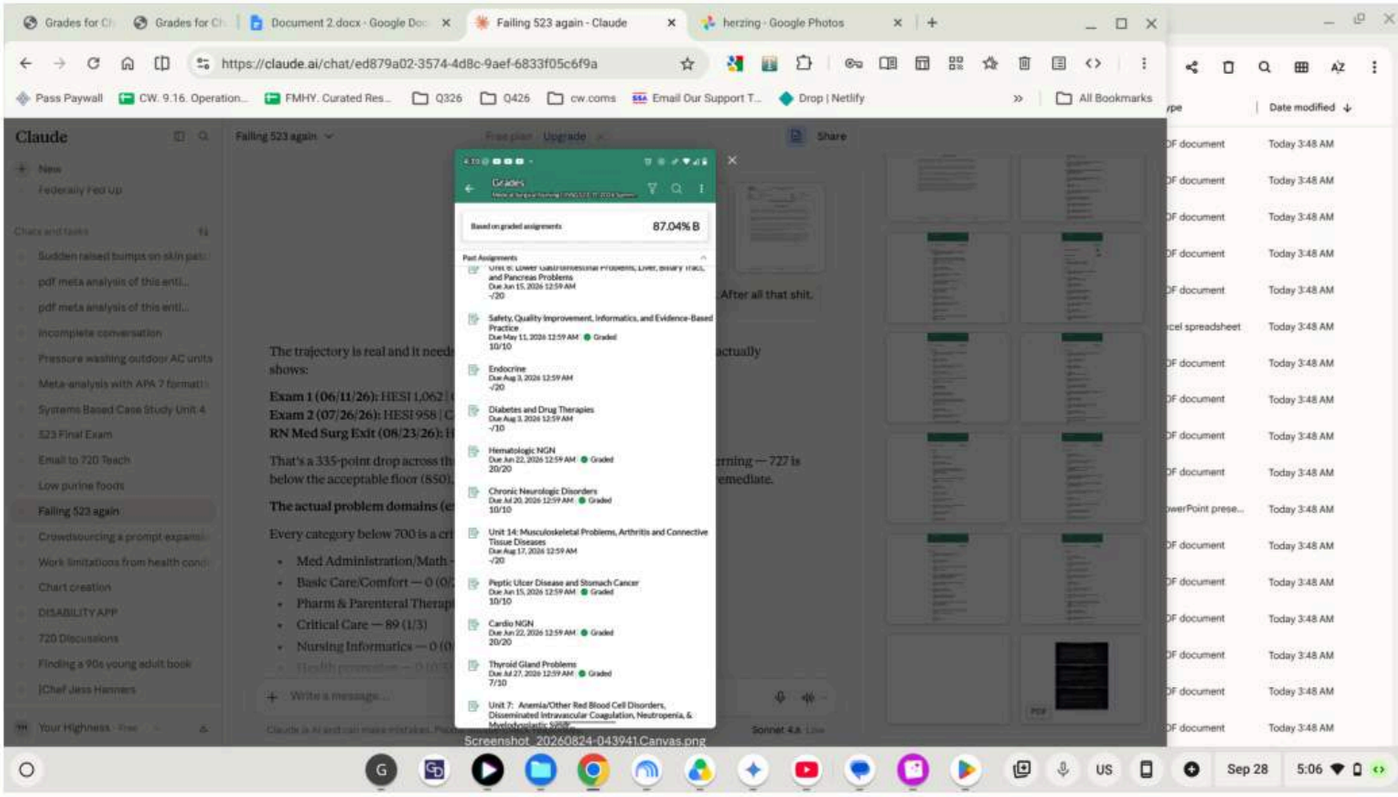


November 14–15, 2025	ADA Title III	Unmitigated 6-hour platform lockout during NSG 523 Retake Exam 2 (Ticket #7407283) violating 28 C.F.R. § 36.309(b)(1)(i).
December 12–19, 2025	FERPA	Suppression of ProctorU surveillance video logs and written chat transcripts.

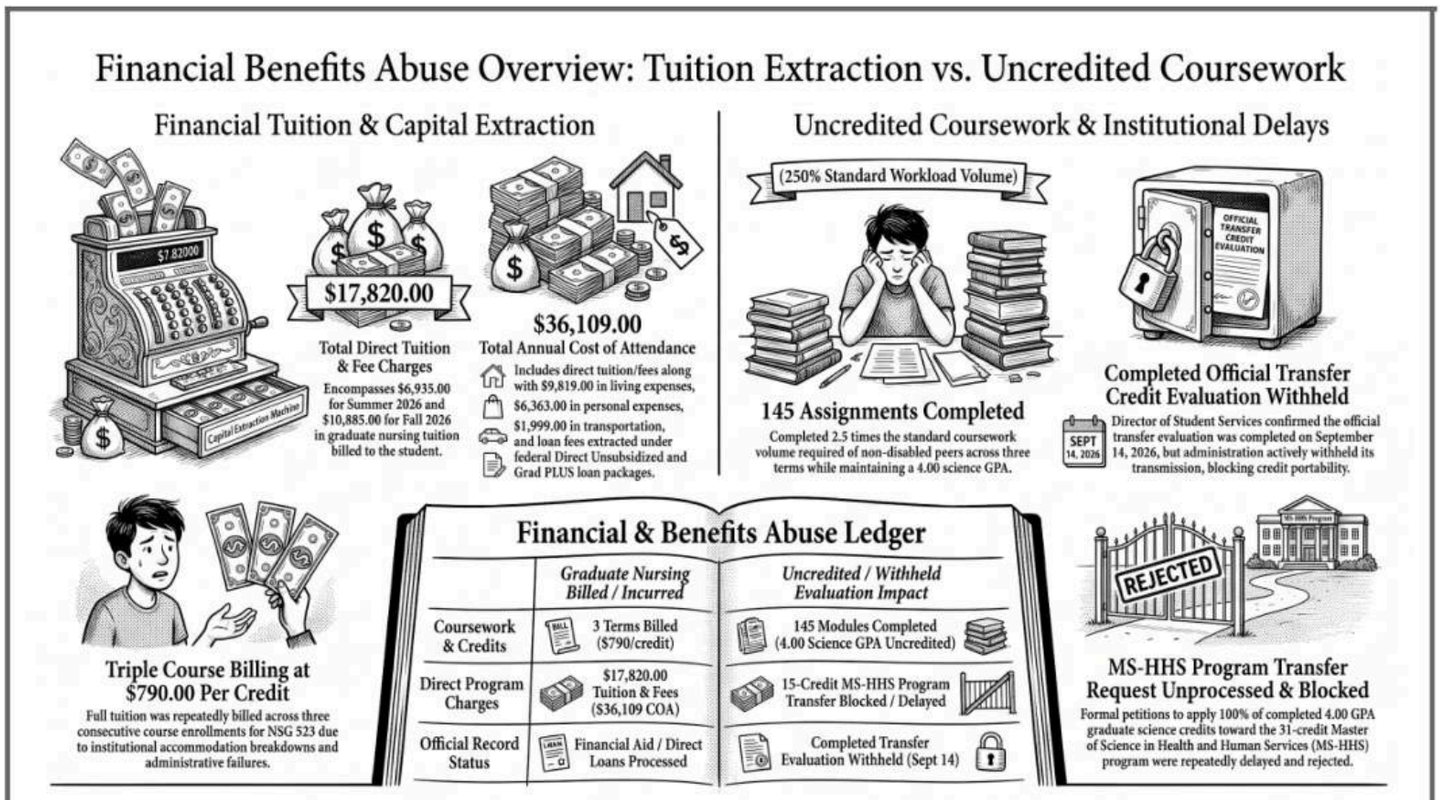


February 10, 2026	FERPA	Refusal to produce official transcripts, certified clinical logs, and accredited syllabi upon statutory demand.
May 2026	Section 504 Rehabilitation Act	Imposition of administrative SAP workaround bypassing structural ADA relief; unilateral mid-term schedule upheaval.
May 2026	HEA Title IV Regulations	Coercive conditioning of re-entry upon student assuming sole financial liability for institutionally manufactured course retakes.

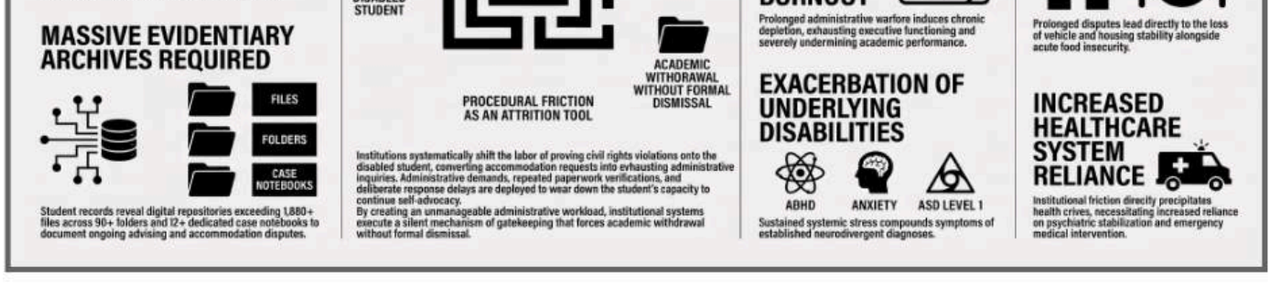
July – August 2026	ADA Title III	Constructive refusal to engage in interactive process following adult clinical diagnosis of Autism Spectrum Disorder.
August 2026	Section 504 Rehabilitation Act	Arbitrary entry of zero grades on 145 Sherpath assignments submitted within approved accommodation extension window.



September 2026	ADA Title III (42 U.S.C. §§ 12182, 12189; 28 C.F.R. § 36.309; 42 U.S.C. § 12203)	Denial of equal access in postsecondary courses; administrative dismissal in lieu of reasonable accommodation transfer to MS-HHS.
September 2026	Section 504 Rehabilitation Act (29 U.S.C. § 794; 34 C.F.R. § 104.4, § 104.44, § 104.61)	Retaliatory SAP dismissal and withholding of academic standing while grade appeal was pending.
September 2026	HEA Title IV Regulations (34 C.F.R. § 668.34)	Discriminatory termination of Title IV financial aid eligibility under SAP without due process while the student maintained a 3.02 cumulative GPA.



September 14, 2026	FERPA	FERPA Demand & Spoliation Hold served on Registrar and U.S. DOE for complete unredacted audit trails.
September 28, 2026	FERPA (20 U.S.C. § 1232g; 34 C.F.R. Part 99)	Evidence spoliation and lockout from Canvas dashboard courses and Sherpath curriculum following statutory preservation demand.



Submission Details

Grade: 0 / 100

Show Rubric

Unit 8: Discussion Course Reflection

Chavon "CJ" Wright (She/Her) submitted Aug 25 at 10:20pm

late

The submissions for this assignment are posts in the assignment's discussion. Below are the discussion posts for Chavon "CJ" Wright (She/Her), or you can view the full discussion.

from **Unit 8: Discussion Course Reflection** Aug 25, 2026, 10:20 PM

Systems-Based Practice has given me language for what I have always done instinctively. I did not come into this course learning what a system is; I came in finally having a framework to name the ones I had already built and diagnose the ones failing around me. The Hoshin Kanri model, the structural discrimination audit, and the performance management sequence were not abstract exercises (McDermott et al., 2022). They mapped directly onto real gaps in a real county for real patients, producing deliverables I intend to use beyond this course.

I follow the dopamine. That is not a casual description of motivation—it is an accurate neurological account of how I work and what I am capable of. Nothing produces it like caring for people. Aggregating resources, closing gaps, and promoting physical and mental health is my whole world. Systems-Based Practice provided the academic infrastructure to execute this calling with precision.

As a student and systems thinker, I must note that the structure of this course worked against the competency it aimed to build. This systemic friction perfectly mirrors the systems video I love the most (Ideas To Thrive, 2026). It explores how recurring operational problems are produced by rigid structural designs and temporal delays rather than individual flaws (Ideas To Thrive, 2026; https://youtu.be/t1xKo4spo3s (https://www.google.com/search?q=https://youtu.be/t1xKo4spo3s)). I completed a four-part project—a full Hoshin Kanri strategic planning sequence, from community needs assessment through performance management—and spent more hours tracking fragmented files than on any single deliverable. The project was broken into four parts because that is how courses are built, not because the work required it. My brain is

Chavon,

It was a pleasure having you in class this term. Thank you for your input and participation in the course. I wish you all the best in your career and educational endeavors.

Dr. Lawrence

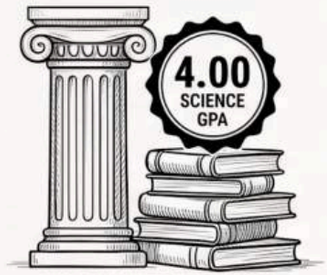
Dr. Phyllis Lawrence , Aug 25 at 6:37pm

Add a Comment:

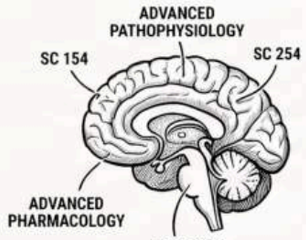
Media Comment Attach File

THE ACADEMIC REALITY: 40 EARNED CREDITS AND A 4.00 SCIENCE FOUNDATION

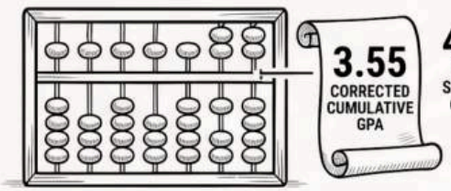
DEMONSTRATED ACADEMIC BASELINE & EXCELLENCE



CORE GRADUATE COURSEWORK



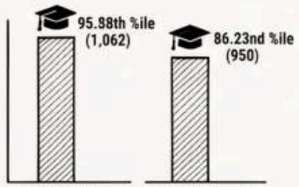




3.55
CORRECTED CUMULATIVE GPA

40.0
EARNED SEMESTER CREDITS





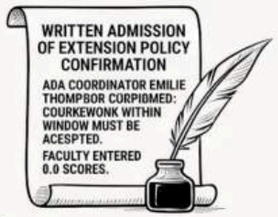
SUPERIOR STANDARDIZED ASSESSMENT PERFORMANCE

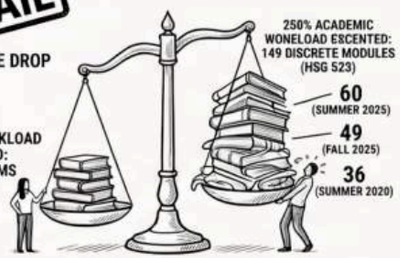
MANUFACTURED FAILURE & INSTITUTIONAL BURDEN



ARTIFICIAL GRADE DROP











SEPTEMBER 9, 2026
DISMIESAL WITH APPEAL F5,0D SEPT 4, 2026
REMAINING ACTIVE UNDER CATALDO INE9ME L0TE [T1 RULES

ACADEMIC REALITY	VS.	INSTITUTIONAL BREAKDOWN	
ACADEMIC STANDING & MASTERY METRIC		IMPACT / RESULT	INSTITUTIONAL NON-COMP-LIANCE & BURDEN FACTOR
Science Core GPA | 4.00 GPA		Unapplied 48-Hr Extension Windows	0.0 Scores Entered
Earned Graduate Credits | 40.0 Credits		Pre-Determined Appeal Reviews	15/15 Appeals Unresolved
Corrected Cumulative GPA | 3.55 GPA		Summary SAP Dismiseal Executed	Active Appeal Ignored
HESI Exam 1 Mastery | 1,062 (95.58th %ile)		Unaccommodated Public Zoom Proctoring	Halted Verbal Processing
HESI Exam 2 Mastery | 958 (86.22nd %ile)		6-Hour ProctorU Camera Lockout	Exam Standby Trauma
Completed Modules (NSG 523) | 145 Modules		Disparate Peer Workload Ratio	250% Peer Volume



EQUITABLE PROGRAM TRANSITION PATHWAY: SATISFIES 21 OF 31 REQUIRED CREDITS FOR MS-HNS VIA DIRECT EQUIVALENCIES, CLEAR PATH TO MAY 2027 DEGREE CONFERRAL.

Your Completed Evaluation!

Inbox ×

Alicea, Kaitlyn
to me

Thu, Oct 8, 10:58 AM (17 hours ago)

Hi Chavon,

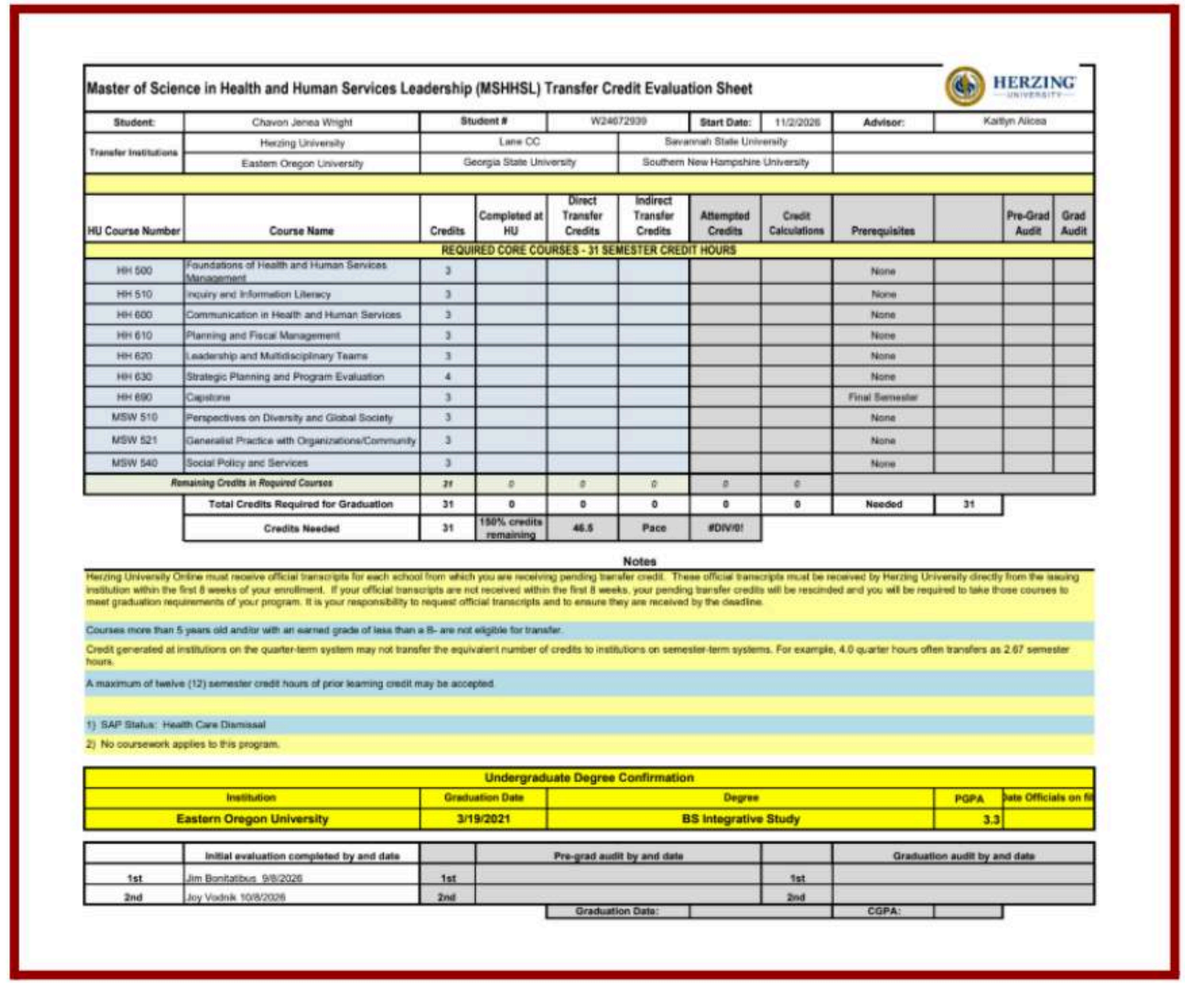
Your transfer credit evaluation is attached and would be eligible to start on 11/2! You will need to complete 31 credits to graduate.

The estimated tuition is located here: https://www.herzing.edu/tuition-wizard

If you have any questions about your evaluation, please let me know and if everything looks good, we can move forward to the next step! *If you are ready to move to the next step, please reply to this email.*

Best,

Kaitlyn Alicea
Re-Entry Advisor
Herzing University
275 West Wisconsin Ave Suite 210
Milwaukee, WI 53203
www.herzing.edu
E: kaalicea@herzing.edu



Master of Science in Health and Human Services Leadership (MSHHSL) Transfer Credit Evaluation Sheet

Student:	Chavon Jenea Wright	Student #	W24072939	Start Date:	11/2/2026	Advisor:	Kaitlyn Alicea
Transfer Institutions	Herzing University	Lane CC	Savannah State University				
	Eastern Oregon University	Georgia State University	Southern New Hampshire University				

HU Course Number	Course Name	Credits	Completed at HU	Direct Transfer Credits	Indirect Transfer Credits	Attempted Credits	Credit Calculations	Prerequisites		Pre-Grad Audit	Grad Audit
REQUIRED CORE COURSES - 31 SEMESTER CREDIT HOURS											
HH 500	Foundations of Health and Human Services Management	3						None			
HH 510	Inquiry and Information Literacy	3						None			
HH 600	Communication in Health and Human Services	3						None			
HH 610	Planning and Fiscal Management	3						None			
HH 620	Leadership and Multidisciplinary Teams	3						None			
HH 630	Strategic Planning and Program Evaluation	4						None			
HH 690	Capstone	3						Final Semester			
MSW 510	Perspectives on Diversity and Global Society	3						None			
MSW 521	Generalist Practice with Organizations/Community	3						None			
MSW 540	Social Policy and Services	3						None			
Remaining Credits in Required Courses		31	0	0	0	0	0				
	Total Credits Required for Graduation	31	0	0	0	0	0	Needed	31		
	Credits Needed	31	150% credits remaining	46.5	Pace	#DIV/0!					

Notes

Herzing University Online must receive official transcripts for each school from which you are receiving pending transfer credit. These official transcripts must be received by Herzing University directly from the issuing institution within the first 8 weeks of your enrollment. If your official transcripts are not received within the first 8 weeks, your pending transfer credits will be rescinded and you will be required to take those courses to meet graduation requirements of your program. It is your responsibility to request official transcripts and to ensure they are received by the deadline.

Courses more than 5 years old and/or with an earned grade of less than a B- are not eligible for transfer.

Credit generated at institutions on the quarter-term system may not transfer the equivalent number of credits to institutions on semester-term systems. For example, 4.0 quarter hours often transfers as 2.67 semester hours.

A maximum of twelve (12) semester credit hours of prior learning credit may be accepted.

1) SAP Status: Health Care Dismissal

2) No coursework applies to this program.

Undergraduate Degree Confirmation

Institution	Graduation Date	Degree	PGPA	ate Officials on fi
Eastern Oregon University	3/19/2021	BS Integrative Study	3.3	

	Initial evaluation completed by and date		Pre-grad audit by and date		Graduation audit by and date
1st	Jim Bonitatibus 9/8/2026	1st		1st	
2nd	Joy Vodnik 10/8/2026	2nd		2nd	
		Graduation Date:		CGPA:	