
WESTERN INSTITUTE FOR SOCIAL RESEARCH

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ADMISSIONS AND ENROLLMENT

Each prospective student should read and explore our website carefully, and in particular, should read the following sections of this catalog as first steps in learning about how to enroll at WISR:

CALENDAR AND ENROLLMENT

The Western Institute for Social Research (WISR) accepts applications for admissions to all of its degree programs year-round. To apply, students must not only submit the required paperwork, but they must also demonstrate that they have learned enough about WISR's offerings to make an informed decision as to whether WISR is the right choice for them. In summary, students may apply, be admitted, and begin study as of the first of any month and may complete their programs in any month. Programs continue year-round, although seminar activity is usually less in the summer.

ADMISSIONS CRITERIA AND PROCESS

WISR is interested in working with students who find a common bond with the Institute's stated philosophy and goals. We are also interested in students who have given some thought to their educational goals and have an initial clarity about them, although we recognize that goals frequently change as a student's course of study progresses. WISR also seeks students who want a flexible program, tailored to their individual needs, but who also want discipline and rigor in their studies. These and other issues are discussed frankly and openly with each serious applicant, and students' intelligent self-selection to study at WISR is very deliberately emphasized. Many tentatively interested inquirers are discouraged from formally applying if their specific interests, personal maturity, or resources of time and money do not promise success in study here. We help many potential applicants to find other ways of pursuing their studies elsewhere.

Admissions Criteria

For admission to a Master of Science program, an accredited Bachelor's degree is required. For admission to study for the Ed.D. Program, each student must have an accredited Master's degree, or a minimum of 30 semester credit hours of graduate study at an accredited institution.

Foreign students must have their transcripts evaluated by an agency that is a member of one of the following two associations:

NACES

AICE

Admissions Interview

As part of the application process, each applicant must discuss her or his background and objectives with WISR's President or Academic Dean as well as the Director or Co-Director of the program to which they are seeking admission. Interested persons are routinely encouraged to visit WISR seminars and to talk with other faculty, students, and Board members of WISR, to gain several perspectives on study at WISR and a sense of the learning community that they may be joining.

This meeting is both an "admissions interview" and an exploration, together, of how well WISR's distinctive approach to learning and our specific State-licensed degree offerings, will meet the prospective student's needs and enable him or her to have a strong likelihood

of using a WISR program in the meaningful and successful pursuit of his or her short- and long-term goals. After extensive discussions, most prospective enrollees are able to judge the kinds of student autonomy and commitment that study at WISR requires. Most applicants who do not have the necessary qualifications screen themselves out voluntarily.

The purpose of the conversations and interviews is to help each person to make a very informed decision about whether or not to apply for admission, and also to enable the Academic Dean and/or the President, as well as the Director or Co-Director of the program to which they are applying, and sometimes in consultation with other faculty, make the decision to admit the prospective student, based on whether or not they are likely to benefit from studying at WISR. The “WISR Admissions Interview and Criteria Form,” linked to below, shows how much we place a priority on admitting those prospective students who understand WISR’s learning methods and mission, whether or not a WISR degree is likely to aid them in achieving their future goal and who are likely to succeed in learning and pursuing an academic degree at WISR.

Admissions Application

Each serious applicant is asked to file a formal application for admission, by submitting the following:

- 1) an Admissions Application and Interview Form,
- 2) transcripts of previous college-level study to verify that the student has met WISR’s admissions requirements and to verify any transfer credit requested (transcripts must be submitted directly from the granting institution in order to be considered official),
- 3) two letters of recommendation from others who can attest to the student’s readiness for further academic study and
- 4) a written statement describing the scope and significance of the applicant’s study and future objectives, assessing how well these fit with study at WISR, and discussing the applicant’s commitments to professional and community work.

WISR’s Admissions Interview Criteria

To support each student in understanding and participating proactively in the admissions process, WISR includes the questions that will be asked during the interview process. These can be found in the Admissions Application and Interview (Criteria) Form.

Admissions Decision

All admissions to study at WISR are made on the basis of intensive conversations, during the application process, with applicants about their goals, interests, and backgrounds, and applicants are told about the kinds of learning and action that are involved in studying with us.

Each applicant must discuss her or his background and objectives with WISR’s President and/or Academic Dean. Interested persons are routinely encouraged to visit WISR seminars and to talk with other faculty, students, and Board members of WISR, to gain several perspectives on study at WISR and a sense of the learning community that they may be joining.

The admissions decision is made by WISR’s President and/or the Academic Dean, with input from the Director or Co-Director of the program to which they are applying and sometimes in consultation with other faculty if they believe that added input is needed. The admissions decision is based on interviews with the student, transcripts and other evidence of the student’s previous academic work, and letters of recommendation, and if applicable, demonstrated proficiency in English. Decisions to admit a student are made based on the likelihood of the student benefiting from studies at WISR. This includes having the

necessary self-motivation and previous experience or knowledge to study successfully at WISR, along with having demonstrated sufficient access to the internet to participate in online courses.

Prospective doctoral students must show that they have the potential to make creative scholarly and/or action-oriented leadership contributions during their studies.

Furthermore, entering students must demonstrate that they understand WISR's policy on the maximum allowable time in which to complete degrees and that they have the capability of doing so.

Prospective students who are denied admissions may appeal to WISR's Board of Trustees, who will consider the evidence presented by both WISR academic administration and faculty, as well as by the prospective student. The Board will only override the decision of WISR's faculty and academic administration if they are convinced that severe bias was involved. In WISR's history, there has never been such an appeal, and in virtually every case, prospective students come to mutual agreement with WISR's faculty about whether or not WISR would be a good fit for them, and in their interests to enroll.

Notification of Admissions Decision

When a student is admitted, they are notified by email by the President or Academic Dean who then complete the Admissions Application Interview Form, by signing with the date of admissions and the date of eligible enrollment.

If the student is denied admission, they are informed in writing by email mail from the President or the Administrative Dean with the reasons stated for denying them admission. Any student denied admission may appeal that decision to WISR's Board of Trustees.

If the prospective student is only to be admitted on a conditional basis, they are given a letter indicating this, and the letter will indicate the maximum allowable time of enrollment on the conditional basis (not to exceed a year), and they must discuss this option further with the President and/or Add, so that the prospective student may make an informed decision whether or not to proceed with enrollment on this basis.

Before enrolling, students are asked to read study and sign WISR's Enrollment Agreement. Please call us if you would like to see the agreement before we officially start the enrollment process with you.

FURTHER ADMISSIONS POLICIES

Conditional Admissions to Studies as an Option for Some Students

At WISR, we wish for students to proceed at a pace that makes sense in terms of their learning needs and purposes. Over the years, we have found that some students are interested in support for significant, personal learning goals—including help in writing a book or series of articles, creating a new program or non-profit, developing a workshop series, or support for other personal learning agendas, and that while they may wish to pursue an academic degree, they are not yet certain if they will have the energy, motivation and/or ability to complete an entire degree program at within the maximum allowable amounts of time for students to complete our degree programs—4 years for the MS in Education and Community Leadership and 6 years for both the MS in Psychology and the EdD. In some cases, when a student has a disability or some other special, extenuating circumstances, they may petition for a little bit more time to complete the degree.

We advise students who are not yet certain if they want to be held to these timetables—which are designed to require the pace of consistent half-time study, or more, by each student—that we can only enroll them on a conditional status for a specified, agreed on, period of time, not to exceed one year. Then, after a specified period of time enrolled on conditional status, the Faculty and the student's major advisor will evaluate the quality of

their academic work and their rate of progress, and if deemed satisfactory, the student will then be enrolled in a degree program. If not, the student's enrollment will be terminated. Based on the admissions interview and other information about the student, the President and Academic Dean, sometimes in consultation with another faculty member, will decide which prospective students can only be admitted conditionally, and then discuss with those prospective students, the risks (loss of tuition and time if they fail to progress and perform adequately) and the advantages of this option (opportunity to see if they can manage the demands of being in a WISR degree program) to help each prospective student make a decision that is in their best interests.

Under our policy about "conditional admissions" to study at WISR as an option for some students, a prospective student with health or energy limitations might be denied unconditional admission to a degree program, but they would have the opportunity through taking the relevant courses in their desired degree program on a "conditional student" basis, until such time that they might demonstrate the capability of completing the program within (or very close to) the maximum expected length of time for that program. In effect, the student is then given a "trial period" to learn some of the things they wish to learn, and still, to get credit toward a degree at a future date, if they end up demonstrating the motivation, energy and capacity to complete the entire degree program. Typically, a student will have up to a year to demonstrate this capability. They do not pay the \$250 enrollment fee (\$50 for an admissions fee and the \$200 fee to register in a degree program) unless and until they are accepted as a degree student. Foreign students whose native language is not English are not admitted if they fail to meet the English language proficiency requirements.

Limitations on Enrollment of Out of State Students

The State of California is the only state in the US that has not signed the National Council for State Authorization Reciprocity Agreements (go to <http://nc-sara.org/> for more details). Because the State of California has not signed the interstate agreement regarding distance learning, called "SARA", there are about half of the States in the USA where the requirements of those states preclude WISR, as a California distance learning institution, from enrolling residents of those states.

Because of its small size, it is not economically feasible for WISR to seek the necessary state authorization from each state in which a prospective student resides. Those from states other than California who are interested in enrolling at WISR should contact us to find out if their state is one of the states for which WISR would be allowed to provide distance education to students. WISR is able to entertain inquiries from prospective students living in other countries, since this interstate reciprocity agreement does not apply to students from other countries.

Students with Disabilities

As an educational institution devoted to personalized education, there are many things that WISR does to aid students with various disabilities, especially those with psychological and learning disabilities. As a matter of routine practice, faculty meet with students regularly to discuss their special needs and challenges as well as their strengths, in order to better support each individual student's learning efforts. This includes working with the student to develop learning strategies-study schedules, uses of special resources, and approaches to each assignment that will work best for the student, and to make the needed adjustments over time. In this context, when meeting with students with disabilities, faculty give special attention to those students' special needs, and make accommodations to the extent of WISR's capabilities as a small, institution with a limited budget. Therefore, prospective students with disabilities fill out the Disabilities Accommodation Request Form prior to making an enrollment decision, so that WISR's ability to meet their needs can be realistically assessed and evaluated. WISR is committed to including the widest variety of students, and with varying needs, as is possible. If WISR cannot accommodate a particular student's

needs, the student will be informed of why WISR cannot and what specific challenges and limitations that they would face if they were to enroll. Based on this information, for the student to enroll at WISR, the student and WISR's President or Academic Dean must both agree that, overall, WISR can still meet enough of the student's needs well enough that they will benefit from study at WISR. If it is determined that WISR cannot meet their needs, WISR's President will inform the prospective student, whether it is feasible and likely that WISR can make sufficient changes in the 12 months to accommodate their needs. The President will state in writing the reasons for this assessment, and further, if changes are stated as likely, the President will also share in writing the key steps in the plan to make these changes. The prospective student will be informed that they should not take this as a guarantee, but instead, these statements are to be taken as a public disclosure of WISR's intentions of the steps to be taken to become more accessible.

As a matter of routine practice, faculty meet with students regularly to discuss their special needs, and to make accommodations, including but not limited to: 1) gaining extra help and support with writing and the use of grammar and spell check software, 2) obtaining extended time for completing courses and the entire degree program, 3) in special cases, the student and their supervising faculty member may request from the Faculty permission to re-design some assignments so that the student with special needs can learn and demonstrate knowledge in equivalent ways (e.g., supporting students in learning how to use voice to text software for writing, and by substituting added oral reviews for some of the shorter writing assignments).

Our courses are not yet optimized for the visually impaired, but our tech staff person is going to work on that and give that a priority in the next year. Because our online courses are heavily text-based, and do not make use of images or pdf files except in rare cases, they are mostly accessible for people using text voice readers. The videos used (mostly of our own seminars) are accessible by web links. However, they do not have closed captions because the cost of that with zoom is prohibitive for a school as small as WISR.

Foreign Students

ESL Instruction not Provided

WISR does admit students from other countries. However, WISR does not provide English as a Second Language, or English as a Foreign Language, instruction. All instruction is conducted in English. Some students who are not native English speakers, but who are fluent in English, have enrolled and successfully completed programs at WISR.

Students who do not have a previous college degree from an institution in which English was the primary language of instruction may be considered for admission at WISR, if they demonstrate sufficient proficiency in English through one of the following assessments:

they meet (for the degree program for which they are applying) one of the following conditions (see numbered list below), AND ALSO

if in the judgement of WISR's President or Academic Dean, the prospective student demonstrates (through conversations with WISR faculty, the writing of a brief admissions statement, and if applicable through their current work experience) that they are capable of making good progress in their studies at WISR.

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction may be considered for admission at WISR, if they demonstrate college-level proficiency in English through one of the following for admission:

Master's Degree: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic

Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

Professional Doctoral Degree: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

A minimum score on the College Board Accuplacer ESL Exam Series as follows: ESL Language Use: Score of 85 ESL Listening: Score of 80 ESL Reading: Score of 85 ESL Sentence Meaning: Score of 90 ESL Writeplacer: Score of 4.

A minimum grade of Pre-1 on the Eiken English Proficiency Exam.

A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge.

A transcript indicating completion of at least 30 semester credit hours with an average grade of “C” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA) or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A “B” or higher is required for master’s degree or professional doctoral degree.

Students whose native language is not English and who do not meet the above requirements may NOT be admitted. They must meet the above standards.

Assistance with Visiting, but Not the I-20

WISR’s admissions process helps all prospective students to assess their skills, learning needs and interests, and aids WISR faculty and the prospective student in determining whether or not WISR can meet their educational needs. Enrollment at WISR does not provide foreign students with I-20 status (i.e., WISR students do not qualify for foreign student visas). However, WISR has and will vouch for a student’s enrollment status and verify that WISR encourages all students studying from a distance to visit WISR for a few days every year or so. By so vouching and verifying, WISR is usually able to assist foreign students in obtaining permission to visit the United States for a brief period, for this purpose.

TRANSFER TO WISR OF ACADEMIC CREDIT RECEIVED FROM OTHER INSTITUTIONS

WISR accepts transfer credit only from institutions accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation. Entering students in the Master of Science (MS) programs must hold an accredited bachelor’s degree. Entering students in the Doctor of Education (EdD) program must hold an accredited master’s degree or have completed 30 semester credit hours (SCH) of graduate study at an accredited institution, and must demonstrate the ability to make creative scholarly and action-oriented leadership contributions during their studies.

Students who completed coursework outside the United States submit transcripts evaluated by an agency holding membership in the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE).

Minimum grade. WISR accepts for transfer only coursework completed with a grade of B or higher. Transferred coursework posts to the WISR transcript as credit earned and does not carry a grade or enter the WISR grade point average.

Currency of coursework. WISR accepts for transfer coursework completed within seven years of the date of application for the MS in Psychology, Marriage and Family Therapy (MFT) program, and within ten years of the date of application for the EdD in Higher Education and Social Change and the MS in Education and Community Leadership (MSEd) programs. WISR accepts coursework completed outside these intervals where the student demonstrates the currency of the learning through subsequent professional practice, continuing education, licensure or certification maintained in the field, or a portfolio of applied work. The student submits supporting documentation with the transfer-credit request, and the evaluating officer states the basis for granting or denying the exception in the written determination.

Credit-hour equivalence. WISR evaluates coursework awarded in units other than semester credit hours according to WISR's Credit Hour Policy. Quarter credit hours convert to semester credit hours at a ratio of two semester credit hours for every three quarter credit hours, rounded down to the nearest whole credit hour.

Evaluation and written determination. A single officer of record — WISR's President or the Academic Dean (AcD) — conducts each initial transfer-credit evaluation. The evaluating officer examines the student's transcripts, course syllabi, and where relevant samples of the student's academic work, and determines whether the coursework is relevant to the degree program into which the student is transferring and comparable in substance and quality to the work WISR requires. WISR accepts for transfer only courses and credits clearly aligned with WISR's subject matter requirements and current coursework. The evaluating officer issues a written determination to the student before enrollment, or within thirty calendar days of matriculation where the student's transcripts are received after enrollment. The written determination identifies each course accepted for transfer and the WISR requirement it satisfies, each course denied, the basis for each denial, and the total semester credit hours accepted.

Prior WISR coursework. WISR accepts for transfer graduate-level coursework a student completed at WISR that was not applied toward the completion of a WISR degree, where the coursework is applicable to the student's current program of study. Because the coursework was completed under WISR's academic standards and assessed against WISR's course learning outcomes (CLOs), the evaluating officer accepts it as comparable in substance and quality to current institutional expectations without requiring syllabi or samples of academic work. Where the coursework falls outside the currency intervals stated above, the evaluating officer applies the currency exception on the basis of WISR's own record of the student's work, and states that basis in the written determination. Coursework accepted under this provision counts toward the per-program transfer maxima stated below.

MFT students. Students entering WISR's MFT program who have completed accredited academic work that meets State guidelines and WISR's descriptions of the core courses required for the MS in Psychology, Marriage and Family Therapy may receive up to 19 SCH of transfer credit. The evaluating officer verifies that course titles and descriptions closely parallel State guidelines as well as WISR's descriptions for core MFT courses, and may consult a licensed Marriage and Family Therapist on WISR's faculty where the officer determines that consultation informs the evaluation. WISR requires syllabi for courses submitted for transfer credit. A student who transfers the maximum 19 SCH earns the remaining 48 SCH of the 67-SCH program at WISR.

Doctoral students. WISR accepts no more than 15 SCH of doctoral-level credit from accredited institutions toward the EdD. A student who transfers the maximum 15 SCH earns the remaining 45 SCH of the 60-SCH program at WISR.

MS in Education and Community Leadership students. WISR accepts no more than 12 SCH from accredited institutions toward the MEd. A student who transfers the maximum 12 SCH earns the remaining 24 SCH of the 36-SCH program at WISR.

Prior graduate study in the EdD and MEd programs. WISR takes each student's prior graduate study into careful account in planning the program of study, in order to build on the student's strengths and avoid duplication of effort. At the request of the prospective student, the officer of record evaluates the request for transfer of credit, consulting the Faculty Curricular Specialists (FCS) for the relevant program where the evaluation involves specialized subject matter.

Transfer-credit appeal. A student may appeal a transfer-credit determination by submitting a written appeal by email within thirty calendar days of the written determination. The appeal is directed to whichever of the two authorized evaluating officers — the President or the AcD — did not conduct the original evaluation, and states the specific course or courses at issue, the grounds for reconsideration, and any additional documentation the student wishes considered, such as syllabi, catalog descriptions, or course materials not previously provided. The reviewing officer evaluates the appeal against the same published criteria that govern initial transfer-credit evaluation, and issues a written decision within ten business days of receiving the appeal. The decision on appeal is final. This procedure does not limit a student's rights under WISR's Student Due Process and Appeals Framework, and a student may file a complaint with the Bureau for Private Postsecondary Education (BPPE) at any time.

WISR Does Not Award Credit for Prior Experiential Learning

Under no circumstances does WISR award credit for prior experiential learning.

Articulation Agreements

WISR has not entered into any transfer or articulation agreements with any other college or university. CEC 94909(a)(8)(A); 5 CCR 71770

Student Identity Verification

WISR verifies the identity of every enrolled student to ensure that the individual who registers for a course is the same individual who participates in and completes the coursework. WISR applies this verification at enrollment and maintains it throughout each student's program.

Verification at enrollment. The Administrative Dean (Add) or the Add's designee conducts a live, synchronous onboarding session with each admitted student by video conference. During this session, the Add or designee views the student's government-issued photo identification (for example, a passport, driver's license, or military identification card), confirms that the photograph matches the student, and retains no copy of the document. The Add or designee reviews and executes the enrollment agreement with the student through DocuSign. WISR then issues the student an individually credentialed wisr.edu account, through which all subsequent course registration and platform access occur.

Verification throughout the program. WISR delivers instruction through one-to-one faculty mentoring and synchronous oral review. Faculty verify each student's identity on a continuing basis through live video sessions and through each end-of-course oral review, the mid-program review, and the Graduation Review Board. For a student who re-enrolls after a leave of absence or withdrawal, WISR reconfirms identity through the student's established wisr.edu correspondence and the mentored relationships the student has formed. WISR does not repeat photo-identification checks after enrollment.

Cost and methods. WISR charges no fee for identity verification, and verification imposes no charge on the student beyond the tuition and fees published in this Catalog. WISR uses no

third-party proctoring services, biometric authentication, or automated identity-verification technologies.

Privacy. WISR records completion of identity verification in the student's permanent admissions record and maintains that record in accordance with the Family Educational Rights and Privacy Act (FERPA) and WISR's privacy policy.

Violations. WISR addresses suspected misrepresentation of identity — including credential sharing or participation in coursework by any person other than the registered student — under WISR's Academic Honesty and Integrity Policy and the Student Due Process and Appeals Framework.

Disclosures and Requirements for WISR Students—Regarding Online and Distance Learning

Upon enrollment, each student is asked to sign the following disclosure regarding online and distance learning:

A WISR faculty member confers with each enrolling student to discuss the first steps and activities in their learning at WISR, whether or not the student lives at a distance from WISR, within seven days of the student's date of enrollment. WISR uses a combination of online learning — using Google Workspace for Education — and real-time interaction between students and faculty, and among students. The real-time interaction occurs by phone or by internet. All WISR seminars and meetings with faculty are offered by video/audio conference (accessed by either phone or internet). In addition, most seminars are recorded and available later, online, through WISR's Google Workspace for Education.

See “Student Identity Verification” in the section immediately above.

WISR protects students' privacy and updates students annually on WISR's policies. WISR complies with the Family Educational Rights and Privacy Act (FERPA), and WISR is in the initial stages of taking steps toward complying with the more stringent requirements of the European Union's General Data Protection Regulation (GDPR).

For students who are learning online, instruction centers on real-time interaction between students and faculty — by Zoom, Google Meet, or phone conference. Instruction is further aided by asynchronous learning: the use of online courses through Google Workspace for Education, viewing WISR seminar videos online, and email communications, drafts of papers, and comments on drafts between students and faculty. All WISR students obtain a wiser.edu email address, and WISR shows each student how to forward those emails to their current primary address. Students are responsible for backing up drafts of their papers — and especially of theses and dissertations — through the Google Drive available with their wiser.edu email address.

Students respond to approximately three to four annual surveys from WISR. Student responses are an important part of WISR's commitment to improving its curriculum and instruction and to sustaining WISR as a quality institution of higher learning. Three surveys are administered during the summer — one evaluating WISR faculty and their teaching performance, one evaluating their use of digital tools, and another evaluating WISR's contributions to each student's learning and eliciting suggestions for improvement. One or two additional surveys may be administered each year, for example as part of WISR's strategic-planning process. Students may count the time spent responding to surveys as part of their required hours of collaboration for WISR courses.

Cancellation and full refund. The student has the right to cancel the enrollment agreement for a program of instruction, without penalty or obligation, and to receive a full refund of all monies paid to WISR — including the \$50 application fee and the \$200 registration fee — through the 120th day after enrollment. Notice of cancellation must be made in writing and delivered by email to the President and the Registrar/Administrative Dean. The effective

date of cancellation is no later than the date the written notice is received by WISR. WISR makes a full refund no later than 30 days from the date of cancellation (Title 5, California Code of Regulations, sections 71750 and 71751).

The 120-day cancellation period applies only to the student's first Enrollment Agreement for a specific academic program, measured from the program start date. Enrollment Agreements executed in subsequent academic periods for the purpose of continuing enrollment in the same program do not create a new or additional cancellation period. Students remain subject to WISR's withdrawal and refund policies for any period following the initial cancellation period.

WISR offers distance education programs in which some instruction is not offered in real time (as described above). WISR transmits the first lesson — the assignments in the initial course pursued by the student — by providing the student access to WISR's online courses, within seven days after WISR accepts the student for admission.

WISR transmits access to all lessons and other related learning materials to the student, by providing access to WISR's online courses, once the student makes an initial payment of tuition in any amount and has signed all enrollment agreements, even if the student has not yet paid for the entire program. So long as the student is officially enrolled — including when the student is not current in tuition payments — WISR remains obligated to provide the other educational services it has agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation of and comment on work submitted by the student, but is not obligated to pay any refund other than the required pro-rata refund of tuition paid in advance, after access has been provided to all of WISR's online courses.

Faculty feedback on student learning activities and assignments, including drafts submitted for comment, follows principles of diligent reading and thoughtful, timely response. Faculty give students feedback on papers and other drafts of 20 pages or less within 7 to 10 business days. Faculty may need as much as three to four weeks to read and give feedback on longer papers, and especially on drafts of theses and dissertations. Faculty are available to set up hour-long conferences with students, by phone or video conference, twice a month or more often when requested by students. Students are advised to set up appointments a week in advance so that they can coordinate their own availability with openings in the faculty member's schedule.

All WISR students are expected to have a high degree of self-motivation and capability for self-directed learning, and to contact faculty for support and assistance whenever they need it. To support academic progress, students are expected to do the following; these are student responsibilities, and faculty support students by reminding and guiding them:

Confer with a faculty member at least once every two weeks about their studies.

At any one time, identify one faculty member as their primary faculty advisor, and communicate and verify with that faculty member that they are serving in this role, so that the faculty member understands the student wishes them to take on the role and has confirmed willingness to do so.

Consult with their primary faculty advisor before beginning work on a new course. Students are advised not to work on more than three courses at a time without permission from their faculty advisor.

Be familiar with WISR's policies and practices on Faculty Review of Student Progress, published in the Academic Catalog.

A student may withdraw at any time. Notice of cancellation of an Enrollment Agreement must be in writing to WISR's President, and a withdrawal may be effectuated by the student's conduct, including but not limited to a student's lack of attendance. Students are expected to be in touch with faculty twice per month, or at least once per month unless they

notify faculty of special circumstances (for example, health or travel that makes them unavailable for longer than a month). A student who is disenrolled for lack of attendance may appeal under WISR's Student Due Process and Appeals Framework, first to the President and then to the Board of Trustees.

Students have access to the online library databases WISR provides. Under the terms of WISR's agreement with the Library and Information Resources Network (LIRN), students may not share login and password information with anyone outside WISR. In addition, by signing this document the student agrees to respect all copyright laws, including but not limited to the following:

None of the content shared in WISR's online courses may be shared with anyone other than students and faculty at WISR, unless it is explicitly stated that the content may be shared under open-access, Creative Commons licensing.

When using resources from LIRN or from online databases accessed through professional association memberships or library cards, students may not copy or share those materials unless they are explicitly designated open access under Creative Commons licensing.

When writing papers or posting on the online forum, students cite and reference their sources. For assistance with format, consult EasyBib (easybib.com).

Students with questions about copyright and the sharing of articles or videos should contact WISR's Librarian (cynthia.roberson@wizr.edu), WISR's President (johnb@wizr.edu), or another faculty member for guidance.

WISR students are expected to collaborate with other students at WISR; these expectations and requirements are outlined in each course.

Technology requirements. WISR verifies prior to admission that the student has satisfied the technology requirements. WISR delivers its graduate degree programs through Google Workspace for Education. Students are responsible for backing up drafts of their papers and theses or dissertations through the Google Drive available using their wizr.edu email address. To participate in the graduate degree programs offered by WISR, students should possess or have access to:

- A personal computer;

- A firstname.lastname@wizr.edu email account to access WISR courses and communicate with WISR faculty and staff (acquired upon enrolling);

- Internet access for video conferences for seminars and oral reviews;

- A web camera with microphone and speaker; and

- A current web browser.

In addition, during the orientation process with WISR's President or Academic Dean, or their designated representative, the student demonstrates the ability to learn and make effective use of WISR's online curriculum. Internet service must be regularly accessible, reliable, and well-functioning, sufficient to participate in seminars and oral reviews by video conference, and is tested with a WISR staff member prior to enrollment. A webcam is essential for oral reviews and ideal for seminars; a headset with a microphone is desirable. Students are sometimes able to converse by phone, but regular internet access is essential for pursuing studies through WISR's online courses.

Costs students should anticipate. Required textbooks are estimated at \$50 per course, paid to book sellers rather than to WISR; maximum out-of-pocket costs for required books are \$900 (MS in Education and Community Leadership), \$1,500 (MS in Psychology, Marriage and Family Therapy), and \$1,200 (EdD in Higher Education and Social Change). In addition, all students are required to:

Purchase a membership in a major professional association such as the California Association of Marriage and Family Therapists (www.camft.org), the American Educational Research Association, or the American Sociological Association. These fees are typically less than \$150 per year unless a student chooses a more expensive option. Depending on the student's interests, faculty may approve a membership in another association instead. All MFT students obtain a membership in CAMFT, which among other things provides access to psychology journals through the EBSCO library database.

Obtain a free public library card from a local library that provides card holders with access to educational films through Kanopy.com. The needs of students living outside the United States are addressed case by case prior to enrollment.

WISR provides no English language services for students for whom English is a second language. A student who does not hold a previous college degree from an institution at which English was the primary language of instruction must, in order to be considered for admission at WISR, demonstrate sufficient proficiency in English through one of the assessments published in WISR's Academic Catalog and on WISR's website. In addition, some students are permitted to enroll in one or two courses, after which WISR faculty assess the student's proficiency and ease in handling the coursework before the student is officially enrolled in a degree program.

WISR Academic Honesty and Integrity Policy. WISR embraces the value of learning that builds on the knowledge, efforts, and experiences of others. WISR actively encourages students to collaborate with one another and with others throughout the larger community. Academic honesty and integrity require that students disclose and make transparent what they have learned from others, and how their learning and inquiry are indebted to or have been importantly influenced by others. This includes making appropriate citations of the literature used in papers, theses, and dissertations, and acknowledging the informal contributions others have made in shaping the student's ideas, questions, and actions. WISR students are encouraged to write in their own voice, discussing how their studies and inquiries have led to their conclusions, recommendations, and further lines of inquiry.

At WISR, faculty and students meet regularly and engage in continual and detailed dialogue about the student's studies, and for this reason faculty are ordinarily aware of how others have contributed to student learning. WISR students are expected to be highly motivated and committed to genuine inquiry, and uninterested in purely expedient strategies for producing the required academic writing. Violations of academic honesty and integrity at WISR have been virtually unheard of in WISR's decades-long history. In case of a violation, the work submitted is not accepted for credit, and a second violation of this standard ordinarily results in dismissal from WISR. All such decisions are subject to student appeal under WISR's Student Due Process and Appeals Framework (first to the President of the Institute, then to the Board of Trustees).

Nothing in this policy discourages students from actively and fully collaborating with one another in any aspect of their studies, including a paper, project, thesis, or dissertation. Such collaboration is encouraged, and it is disclosed by the participating students with a written description of the process of collaboration and each student's contributions to it.

Reporting possible violations. WISR faculty are responsible for being aware of, and reporting, any possible violations. The ongoing dialogue with students, in combination with the End of Course Oral Review, enables faculty to detect possible violations.

Finding and Securing a Required Practicum for your MFT Studies at WISR:

WISR Faculty believe that it is in each student's interest that they take responsibility for seeking out and establishing a Practicum site (necessary to their fulfilling the Practicum Requirement at WISR). The reasons for this are that

Students themselves will likely benefit from finding a Practicum where, as best as possible, the hours for doing the Practicum at the site are compatible with the student's responsibilities (e.g., work and family) and the student's schedule.

Although students may not always be able to find a Practicum where they are able to work with their preferred client population (if they have a preference), they may in some cases be able to do so. Some students try to find a Practicum site where they may be able to work with some variety of clients.

Of course, students must find a site that is geographically compatible—although some students may be able, or willing, to drive further to a Practicum site than others.

Still, WISR faculty give students advice and guidance in how to find Practicum Sites, and WISR has begun to develop a database of some Practicum options as well as of guides to possible Practicum sites. Sometimes WISR faculty are able to share with students some of their contacts—to help students in “networking” with professionals and organizations when they are looking for Practica.

WISR students should keep in mind several considerations about when they plan to start their Practicum:

They can only do so, after they have completed the following six courses, and have passed their Practicum Readiness Review with two WISR MFT faculty. The courses are: Theories and Methods of MFT Part 1 (MFT 551); Research Methods (MFT 513); Theories and Methods of MFT Part 2 (MFT 553); Psychopathology (MFT 559), Cross-Cultural Counseling (MFT 563) and Professional Ethics and Law (MFT 567).

Many Practica only accept new trainees at the beginning of the academic year (summer to early fall), and consequently, students should plan to become Practicum eligible prior to their anticipated last Fall in the Program and with at least a year left to complete their academic studies (this may often mean that students should seek and establish a placement in a Practicum at least a year before graduation, and in some cases more than a year prior to graduation, keeping mind that it is often difficult to obtain a Practicum placement at times other than summer/early fall).

Further, students should anticipate spending at least several hours per week, for three or so months, to do the networking and exploration of options to successfully line up a Practicum.

Again, WISR faculty will provide students with information and assistance, but students should know that ultimately, their success will depend on their own efforts to establish placement in a Practicum.

Students living in the Bay Area have the opportunity to get their Practicum hours at WISR's Center for Child and Family Development—working with low-income students in a participating San Francisco or East Bay school.

In WISR's long history, there has never been a student who has not been successful in obtaining a meaningful practicum, but still, being aware of the above considerations will prevent each student from risking a delay in their timely graduation.