



KEISER®  
UNIVERSITY



# GRADUATE CATALOG



2021-2022

VOLUME 9 NO.1



**2021 – 2022**

**KEISER UNIVERSITY**

[www.keiseruniversity.edu](http://www.keiseruniversity.edu)

**Keiser University, Ft. Lauderdale**  
1500 NW 49<sup>th</sup> Street  
Fort Lauderdale, Florida 33309 (954)  
776-4456  
Toll Free (800) -749-4456

**Additional Locations**

**Keiser University, Clearwater**  
16120 US Highway 19 North  
Clearwater, FL 33764  
(727) 576-6500

**Keiser University, Daytona**  
1800 Business Park Boulevard  
Daytona Beach, Florida 32114  
(386) 274-5060

**Keiser University Flagship Residential Campus**  
2600 North Military Trail,  
West Palm Beach, FL 33409  
(561) 478-5500

**Keiser University College of Golf and Sport Management**  
2600 North Military Trail,  
West Palm Beach, FL 33409  
(561) 478-5500

**Keiser University, Ft. Myers**  
9100 Forum Corporate Parkway  
Ft. Myers, Florida 33905  
(239) 277-1336

**Keiser University, Jacksonville**  
6430 Southpoint Parkway  
Jacksonville, Florida 32216  
(904) 296-3440

**Keiser University, Lakeland**  
2400 Interstate Drive  
Lakeland, Florida 33805  
(863) 682-6020

**Keiser University, Melbourne**  
900 South Babcock Street  
Melbourne, Florida 32901  
(321) 409-4800

**Keiser University, Miami**  
2101 NW 117<sup>th</sup> Avenue  
Miami, Florida 33172  
(305) 596-2226

**Keiser University, Naples**  
3909 Tamiami Trail East  
Naples, FL 34112  
(239) 513-1135

**Keiser University, New Port Richey**  
6014 US Highway 19 North, Suite 250  
New Port Richey, FL 34652  
(727) 484-3110

**Online Division**  
1900 W. Commercial Blvd. Suite 100  
Fort Lauderdale, Florida 33309  
Local (954) 351- 4040  
Toll Free (888) 4-KEISER (US only)

**Keiser University, Orlando**  
5600 Lake Underhill Road  
Orlando, Florida 32807  
(407) 273-5800

**Keiser University at Patrick Space Force Base**  
1020 School Avenue, Suite E-2  
Patrick SFB, Florida 32925  
(321) 430-0748

**Keiser University, Pembroke Pines**  
1640 SW 145<sup>th</sup> Avenue  
Pembroke Pines, Florida 33027  
(772) 398-9990

**Keiser University, Port St. Lucie**  
9400 SW Discovery Way  
Port St. Lucie, Florida 34986  
(772) 398-9990

**Keiser University, San Marcos**  
Gasolinera UNO, 2 c al sur  
San Marcos, Carazo, Nicaragua  
Local (505) 2535-2314 / 2535-2312  
Toll Free (800) 969-1685

**Keiser University, Sarasota**  
6151 Lake Osprey Drive  
Sarasota, Florida 34240  
(941) 907-3900

**Keiser University, Shanghai**  
Guanhailu Road No. 505, Pudong  
Shanghai, China 201300  
+86 (21) 6836 9850

**Keiser University, Tallahassee**  
1700 Halstead Boulevard  
Tallahassee, Florida 32309  
(850) 906-9494

**Keiser University, Tampa**  
5002 West Waters Avenue  
Tampa, Florida 33634  
(813) 885-4900

**Keiser University, West Palm Beach**  
2085 Vista Parkway  
West Palm Beach, Florida 33411  
(561) 471-6000

Keiser University publishes an “electronic catalog” annually with periodic updates in an effort to provide updated information to students on an ongoing basis. In spite of this desire and intention, Keiser University reserves the right to make changes in its programs and the content of this catalog as necessary on an ongoing basis in accordance with institutional policies and procedures. The University makes every effort to provide current and prospective students with the most up-to-date and current information available, and will continue this practice as a matter of policy and practice. Students also may access the University web site at <http://www.keiseruniversity.edu> or call the main campus at 954-776-4456 for specific information if desired.

# Table of Contents

- GENERAL INFORMATION ..... 11**
  - Mission Statement ..... 11*
  - Philosophy..... 11*
  - Strategic Directions..... 12*
  - History..... 14*
  - Accreditation..... 16*
  - Americans with Disabilities Act..... 17*
  - Equal Opportunity Statement ..... 18*
  - Memberships and Approvals..... 18*
    - Association Memberships ..... 18
    - Chamber of Commerce Memberships ..... 19
    - Approvals ..... 19
    - Other Affiliations..... 19
    - Articulation Agreements ..... 20
  - Governance ..... 20*
- DESCRIPTIONS OF FACILITIES AND EQUIPMENT ..... 21**
- ADMISSIONS ..... 32**
  - General Admission Requirements ..... 32*
  - Program-Specific Admissions Requirements ..... 32*
  - BUSINESS AND TECHNOLOGY..... 32**
    - Doctor of Business Administration ..... 32
    - Master of Accountancy ..... 33
    - Master of Business Administration ..... 34
    - Master of Science in Management (Offered in Spanish)..... 35
    - Master of Science in Organizational Leadership ..... 35
    - Master of Science in Information Security..... 36
    - Undergraduate degree from an accredited college or university with a grade average of at least 3.0..... 37
    - Master of Science in Information Technology Leadership ..... 37
    - Master of Science in Sport Management and Operations ..... 38
  - EDUCATION ..... 38**
    - Doctor of Philosophy in Curriculum and Instruction, Educational Leadership, and Instructional Design and technology..... 38
    - Educational Specialist ..... 39
    - Master of Science in Education ..... 39
    - Master of Science in Education in School Counseling ..... 40
    - Master of Science in Golf Teaching and Learning..... 41
    - Graduate Education Certificate in Career College Administration ..... 41
  - CHIROPRACTIC MEDICINE ..... 42**

Doctor of Chiropractic .....	42
HEALTH SCIENCES.....	44
Doctor of Health Science .....	44
Doctor of Nurse Anesthesia Practice (Entry-into-Practice) .....	44
Doctor of Nurse Anesthesia Practice (Post Master's).....	48
Master of Science in Nurse Anesthesia .....	49
Doctor of Nursing Practice .....	51
Master of Science in Nursing .....	52
Master of Science in Nursing, Family Nurse Practitioner.....	53
Master of Science in Nutrition with Distance Learning Internship .....	53
Master of Science in Occupational Therapy – Bridge Program .....	54
Master of Science in Physician Assistant.....	55
Master of Science in Women’s Health and Midwifery .....	62
SOCIAL SCIENCES.....	63
Doctor of Philosophy in Criminal Justice and Criminology .....	63
Doctor of Philosophy in Industrial and Organizational Psychology, Doctor of Philosophy in Psychology.....	63
Master of Science in Clinical Mental Health Counseling .....	64
Master of Science in Organizational Psychology .....	65
Master of Science in Psychology .....	65
Master of Arts in Criminal Justice .....	66
Master of Arts in Homeland Security .....	66
<i>Professional Licensure or Certification</i> .....	66
<i>International Students</i> .....	67
<i>Transfer of Credit Policy and Procedures</i> .....	68
Transfer from International Institutions.....	69
Transfer of Credits from Keiser University .....	69
<i>Policy on Transfer Credit for Military Training and Education</i> .....	70
Procedures: .....	70
<b>FINANCIAL SERVICES .....</b>	<b>70</b>
<i>Consumer Information</i> .....	70
<i>General Information</i> .....	70
<i>Loans</i> .....	71
The William D. Ford Federal Direct Loan Program .....	71
Unsubsidized Direct Loan .....	71
Federal Graduate/Professional PLUS Loan .....	71
<i>Scholarships</i> .....	71
Private Scholarships .....	72
<i>Student Eligibility Requirements</i> .....	72
<i>Financial Aid Procedures</i> .....	72
<i>Student Rights</i> .....	73
<i>Student Responsibilities</i> .....	74

<i>Graduate Satisfactory Academic Progress</i> .....	74
<b>TUITION, FEES, AND OTHER COSTS</b> .....	<b>76</b>
Tuition and Fee Disclosure – Keiser University Graduate School .....	76
Tuition and Fee Disclosure – Nurse Anesthesia Program .....	78
Required and Optional Fees for Programs.....	79
Residential (Flagship) Campus.....	81
<i>Cancellation and Refund Policy</i> .....	83
<i>Return of Title IV Funds (R2T4)</i> .....	84
Order of Return of Title IV Funds.....	84
Cancellation/Withdrawal Calculation.....	85
<b>STUDENT SERVICES</b> .....	<b>85</b>
<i>Orientation</i> .....	85
<i>Career Services</i> .....	86
Part-Time Employment .....	86
Full-Time Employment .....	86
<i>Student Organizations</i> .....	87
<i>Alumni Association</i> .....	88
<i>Counseling</i> .....	88
<i>Housing</i> .....	88
<i>Health Insurance</i> .....	88
<i>Graduation</i> .....	88
<b>DISTANCE LEARNING</b> .....	<b>89</b>
<i>Objectives</i> .....	89
<i>Admissions Requirements for Enrollment in Online Learning</i> .....	89
<i>Faculty/Student Interaction</i> .....	89
<i>Facilities and Equipment</i> .....	89
<i>Student Services</i> .....	89
<i>Academic Advising</i> .....	89
<i>Testing</i> .....	90
<i>Delivery of Books</i> .....	90
<i>Learning Resources</i> .....	90
<b>ADMINISTRATIVE POLICIES AND PROCEDURES</b> .....	<b>91</b>
<i>General Information</i> .....	91
<i>Effective Catalog Date</i> .....	91

<i>Official Communication with Students</i> .....	91
<i>Bursar’s Office</i> .....	91
<i>University Bookstore</i> .....	91
<i>Fire Precautions</i> .....	92
<i>Campus Safety</i> .....	92
Annual Security Report.....	92
Parking.....	92
<i>Student Code of Conduct</i> .....	92
<i>Professional Behavior Policy</i> .....	95
<i>Standards of Appearance</i> .....	97
<i>Grievance Procedures</i> .....	97
<i>Drug Policy</i> .....	98
<i>Medical Marijuana Policy</i> .....	98
<i>Firearms Policy</i> .....	99
<i>Arbitration Clause for Keiser University</i> .....	99
<i>Intellectual Property Policy</i> .....	99
<i>Privacy of Student Records</i> .....	99
<i>Keiser University Transcripts</i> .....	100
<i>Sexual Harassment</i> .....	100
<i>Title IX Compliance</i> .....	100
Title IX Coordinators:.....	101
Title IX Responsible Employees:.....	101
<b>ACADEMIC POLICIES</b> .....	<b>101</b>
<i>Credit Hours</i> .....	101
<i>Guidelines for Graduate Study</i> .....	101
<i>University Hours</i> .....	101
<i>Special Tutoring</i> .....	102
<i>Academic Advising</i> .....	102
<i>Library System</i> .....	102
<i>Average Class Size</i> .....	103
<i>Field Trips</i> .....	103
<i>Guest Lecturers</i> .....	103
<i>Schedule Changes</i> .....	103



<i>Honor Code</i> .....	103
<i>Leave of Absence Policy</i> .....	103
<i>University Withdrawal Policy</i> .....	104
<i>Military Deployment Policy</i> .....	104
<i>Policy on Class Absences Due to Military Service</i> .....	105
<i>Policy on Military Stipends</i> .....	105
<i>Academic Re-Admittance Policy</i> .....	106
<i>Disciplinary Re-Admittance Policy</i> .....	106
<i>Add-Drop Period</i> .....	107
<i>Academic Load</i> .....	107
<i>Testing</i> .....	107
<i>Grading Policy</i> .....	107
<i>Academic Year</i> .....	109
<i>Standardized Testing Requirements</i> .....	109
<i>Degree Requirements</i> .....	110
<b>BUSINESS AND TECHNOLOGY</b> .....	110
Requirements for Doctor of Business Administration .....	110
Requirements for Master of Accountancy.....	110
Requirements for Master of Business Administration .....	110
Requirements for Master of Science in Information Security.....	111
Requirements for Master of Science in Information Technology Leadership .....	111
Requirements for Master of Science in Sport Management and Operations .....	111
Requirements for Graduate Business Certificate.....	112
<b>EDUCATION</b> .....	112
Requirements for Doctor of Philosophy in Curriculum and Instruction, Educational Leadership or Instructional Design and Technology.....	112
Requirements for Educational Specialist in Educational Leadership or Education Specialist in Instructional Design and Technology .....	112
Requirements for Joint Master of Science in Education and Master of Business Administration.....	113
Requirements for Master of Science in Education.....	113
Requirements for Master of Science in Golf Teaching and Learning.....	113
Requirements for Graduate Education Certificate .....	114
<b>CHIROPRACTIC MEDICINE</b> .....	114
Requirements for Doctor of Chiropractic .....	114
<b>HEALTH SCIENCES</b> .....	114
Requirements for Doctor of Health Science .....	114
Requirements for Doctor of Nursing Practice .....	115
Requirements for Doctor of Nurse Anesthesia Practice (Entry-into-Practice.....	115
Requirements for Doctor of Nurse Anesthesia Practice (Post-Masters) .....	116
Requirements for Master of Science in Nurse Anesthesia .....	116
Requirements for Master of Science in Nursing .....	116

Requirements for Master of Science in Nursing, Family Nurse Practitioner .....	117
Requirements for Master of Science in Nutrition with Distance Learning Internship.....	117
Requirements for Master of Science in Occupational Therapy - Bridge Program .....	117
Requirements for Master of Science in Physician Assistant .....	118
Requirements for Master of Science in Women’s Health and Midwifery .....	118
<i>SOCIAL SCIENCES</i> .....	118
Requirements for Doctor of Philosophy in Criminal Justice and Criminology .....	118
Requirements for Doctor of Philosophy in Industrial and Organizational Psychology or Doctor of Philosophy in Psychology .....	119
Requirements for Master of Arts in Criminal Justice and Master of Arts in Homeland Security .....	119
Requirements for Master of Science in Clinical Mental Health Counseling .....	120
Requirements for Master of Science in Organizational Psychology and Master of Science in Psychology.....	120
<i>University Hours</i> .....	120
<b>PROGRAM OFFERINGS BY THE GRADUATE SCHOOL.....</b>	<b>121</b>
<b>PROGRAM DESCRIPTIONS .....</b>	<b>144</b>
<i>BUSINESS AND TECHNOLOGY</i> .....	144
ACCOUNTING .....	144
Master of Accountancy Degree .....	144
BUSINESS ADMINISTRATION .....	145
Doctor of Business Administration.....	145
Doctor of Business Administration Degree (Offered in Spanish Language) .....	148
Master of Business Administration Degree (ACBSP Accredited) .....	148
MBA.....	148
MBA in Accounting .....	148
MBA in Health Services Administration .....	148
MBA in International Business.....	148
MBA in Management.....	148
MBA in Marketing.....	148
MBA in Technology Management .....	148
MASTER OF SCIENCE DEGREES .....	151
Information Security.....	151
Information Technology Leadership.....	152
Management .....	153
Organizational Leadership.....	154
Sport Management and Operations.....	156
GRADUATE BUSINESS CERTIFICATES .....	157
Health Services Management .....	157
Management and Leadership.....	157
Marketing.....	157
EDUCATION .....	159
DOCTOR OF PHILOSOPHY DEGREES .....	159
Curriculum and Instruction .....	159
Educational Leadership .....	161
Instructional Design and Technology .....	163

EDUCATION SPECIALIST DEGREES.....	165
Educational Leadership .....	165
Instructional Design and Technology .....	166
MASTER OF SCIENCE DEGREES.....	168
Education, Allied Health Teaching and Leadership.....	168
Education, Career College Administration .....	169
Education, Leadership.....	171
Education, Instructional design and technology .....	172
Education, Teaching and Learning .....	173
Education, School Counseling .....	174
Master of Science in Golf Teaching and Learning.....	176
JOINT GRADUATE DEGREE PROGRAMS .....	177
Education and Business.....	177
GRADUATE EDUCATION CERTIFICATE PROGRAMS .....	179
Career College Administration .....	179
CHIROPRACTIC MEDICINE .....	180
DOCTOR OF CHIROPRACTIC DEGREE .....	180
Chiropractic Physician .....	180
HEALTH SCIENCE.....	184
Doctorate of Health Science.....	184
DOCTOR OF NURSE ANESTHESIA PRACTICE DEGREE .....	185
DOCTOR OF NURSE ANESTHESIA PRACTICE (ENTRY-INTO-PRACTICE) .....	185
Doctor of Nurse Anesthesia Practice (Post-Masters) .....	187
DOCTOR OF NURSING PRACTICE DEGREE .....	188
Nursing Practice .....	188
MASTER OF SCIENCE DEGREES .....	190
Nurse Anesthesia.....	190
Nursing .....	192
Nursing, Family Nurse Practitioner.....	194
Nutrition, with Distance Learning Internship .....	196
Occupational Therapy Bridge Program .....	197
Physician Assistant.....	200
Master of Science in Women’s Health and Midwifery .....	203
<i>SOCIAL SCIENCES</i> .....	205
DOCTOR OF PHILOSOPHY DEGREE .....	205
CRIMINAL JUSTICE AND CRIMINOLOGY .....	205
<i>PSYCHOLOGY</i> .....	208
DOCTOR OF PHILOSOPHY DEGREES .....	208
Industrial and Organizational Psychology .....	208
Psychology.....	210
MASTER OF SCIENCE DEGREES .....	212
Clinical Mental Health Counseling.....	213
Organizational Psychology .....	215
Psychology.....	217
MASTER OF ARTS DEGREES.....	218
Criminal Justice.....	218
BACJ to MACJ Accelerated Track .....	218
Homeland Security .....	219

<b>Course Descriptions .....</b>	<b>221</b>
<b>Administration, Faculty, and Staff .....</b>	<b>317</b>
OFFICE OF THE CHANCELLOR.....	317
GRADUATE SCHOOL .....	326
<b>Graduate School Academic Calendar .....</b>	<b>335</b>



*Keiser University main campus – Ft. Lauderdale, FL*

## GENERAL INFORMATION

### Mission Statement

Keiser University is a regionally accredited private career university that provides educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional and online delivery formats. The main campus is located in Fort Lauderdale, with campuses located throughout the State of Florida and internationally. Through quality teaching, learning, and research, the university is committed to provide students with opportunities to develop the knowledge, understanding, and skills necessary for successful employment. Committed to a “students first” philosophy, Keiser University prepares graduates for careers in business, criminal justice, health care, technology, hospitality, education, and career-focused general studies.

Inherent in the Mission is service to the community. This service includes community partnerships, involvement with various constituencies and various continuing education programs.

### Philosophy

In today’s society, there is a genuine need for a university that offers its students a quality, engaging, and supportive academic and career orientated educational experience in an atmosphere of personalized attention. Too often, contemporary collegiate students find themselves treated as mere numbers in a computer and therefore fail to receive the support necessary to assist them as they strive to complete programs of study.

At Keiser University, each student is considered an individual, and the University strives to be aware of the needs of each member of its student body on an ongoing basis. Career-focused education is an interactive process that produces academically prepared technicians, professional practitioners, and clinicians who are critical for future economic growth. The faculty of Keiser University believe that career orientated educational instruction is an art as well as a science, requiring dynamic and engaging processes that develop both the skill set and intellect of career-minded students.

Keiser University's goal is to develop career prepared individuals by providing an educational program that produces employable, skilled, educated, and responsible future citizens. Consequently, Keiser University students are prepared to provide professional, technical and marketable skills necessary to meet the projected needs of society. Inherent in the goals established for Keiser University is the belief that learning takes place through multiple delivery methods and in various settings. For this reason, Keiser University curricula are flexible, individualized, experiential, and instructional, and are structured in a sequential and cumulative fashion.

Keiser University affirms that all members of the academic community share responsibility for establishing, implementing and evaluating its educational programs. Further, Keiser University believes that members of business, professional and medical communities must also participate in and contribute to this process.

## Strategic Directions

The following strategic directions and goals are integral to the mission of Keiser University:

- I. Promote academic excellence and achievement through quality educational programs.
  - a. To actively be involved with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and such programmatic accreditation agencies as are desired and appropriate.
  - b. To assess the effectiveness of and consequentially enhance the educational and academic service programs of the university.
  - c. To provide academic support services designed to enhance student learning and prepare graduates for successful occupational choices.
  - d. To continue to improve the competencies of students in the basic skills areas, especially writing, mathematics, communication, and analytical skills.
  - e. To cultivate analytical and critical thinking at all educational levels, especially in the area of applied research among graduate students.
- II. Attract and retain quality faculty and staff.
  - a. To employ and further develop a diverse faculty and academic staff personnel that are well qualified; possess current academic, technical, and specialized professional knowledge and skill-sets; reflect appropriate professional or educational experience; and evidence high quality teaching, student support, and appropriate research abilities.

- b. To encourage and further develop qualified support staff and faculty who evidence an interest in, and proclivity for, engaging students, addressing learning and developmental challenges, and responding to the needs of a broad spectrum of University students in a variety of programs at multiple educational levels.
- III. Develop and maintain high-demand educational programs that are distinctive, accessible, and responsive to the needs of campus communities, disciplinary and accreditation requirements, student needs, and aspirational goals.
  - a. To provide and enhance a variety of educational delivery systems that respond to current and future student, community, and professional occupational needs and expectations.
  - b. To review all degree programs to ensure currency, relevancy, and cost-effectiveness with respect to content, delivery, and outcomes.
  - c. To review university population, technological, and societal developments and propose new programs or programmatic modifications that respond thereto.
- IV. Develop and support initiatives designed to enhance faculty instruction, student learning, and program-appropriate research at all program levels.
  - a. To provide appropriate resources to support service and academic programs in the achievement of student learning and programmatic outcomes.
  - b. To cultivate and enhance an educational atmosphere that fosters academic freedom, the open exchange of ideas, and programmatic academic inquiry.
  - c. To develop strategies that support the implementation of program and degree-appropriate academic research.
- V. Expand the domestic and international development of Keiser University through the addition of new locations, collaborative agreements, and programmatic initiatives.
  - a. To attract qualified students possessing diverse backgrounds at all levels and for all programs.
  - b. Pursue educational initiatives appropriate for a variety of domestic and global locations and cultural settings.
  - c. To pursue the expansion of planned physical facilities of the university to more effectively implement the institutional mission and vision.
- VI. Continue the implementation of appropriate fiscal, budgetary, and managerial strategies to provide adequate resources with which to support Keiser University and its future development.
  - a. To continue to develop a Governing Board approved annual budget that supports the annualized planned activities, programs, and services of the university.

- b. To provide and analyze the ongoing financial operations of the various units of the university to ensure that the budgetary operations of the institution are being implemented.
  - c. To ensure that the Governing Board continues to provide appropriate oversight of the financial and budgetary operations and conditions of the University through the following actions.
- VII. Develop and implement a multifaceted institutional development/advancement program with which to further enhance the university's relationship with its alumni, supporting global constituencies, service communities, and the professions it serves.
- a.
  - b. To plan, develop, and implement a Keiser University fundraising program for institutional support and advancement.
  - c. To further plan, develop, support, and implement the Keiser University alumni development program with which to enhance its relationship with its former and current student constituencies.
  - d. To enhance the community outreach initiatives of the various extended Keiser University locations to support its community service, public relations, and institutional advancement campaigns.

## History

Keiser University, established by the Keiser family in 1977, is a regionally accredited, private, career university offering masters, baccalaureate and associate degrees. The founders, Dr. Arthur Keiser and Mrs. Evelyn Keiser, felt that South Florida needed a private career college providing realistic hands-on training in a caring, conscientious and professional manner. The Keiser School opened its doors to medical and dental assisting students in 1978. In 1980, the Keiser School applied for and received accreditation from the Accrediting Bureau of Health Education Schools, as well as from the National Association of Trade and Technical Schools. In 1981, the Keiser School added a Medical Laboratory Technician program and a Nursing Assistant program.

In 1982, the Keiser School expanded its scope of career education to include Computer Information Systems/Management, Computer Programming, Computer Repair Technology and Paralegal Studies. To more effectively represent its mission, the Keiser School changed its name to Keiser Institute of Technology.

In 1984, Keiser Institute of Technology applied for and was granted accreditation through the Southern Association of Colleges and Schools Commission on Occupational Educational Institutions, 1866 Southern Lane, Decatur, Georgia 30033-4097, (404) 679-4500. The Institute subsequently developed general education/academic courses to give students a more rounded education. In 1986, Keiser Institute of Technology received approval from the Florida State Board of Independent Colleges and Universities to offer associate of science degrees. Once again, Keiser changed its name to more accurately reflect its offerings and became Keiser College.

In 1989, Keiser College received candidacy for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, (404) 679-4500 to award the associate degree. Also, in 1989, the College established a second campus in Melbourne, Florida and added a Computer Aided Drafting and Design program to the curricula at both campuses.

In 1991, Keiser College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, (404) 679-4500) to award associate degrees.

In 1992, the College expanded by establishing a third campus in Tallahassee, Florida.

In 1994, Keiser College was granted accreditation for its Medical Laboratory Technician program.

••In 1995, Keiser College established new campuses in Daytona Beach and Sarasota, Florida. Keiser College was granted accreditation for its Radiologic Technology program.

In 1998, Keiser College established and received accreditation for the Occupational Therapy Assistant program and, in 2000, the Physical Therapist Assistant program received its accreditation, expanding the College's commitment to the health care industry. The Diagnostic Medical Sonography specialty was incorporated and accredited.

In 2000, Keiser College opened a new campus in Lakeland, Florida. In 2001, another campus was opened in Kendall, Florida and in 2002, one in Orlando, Florida. In 2003, Keiser College opened a new campus in Jacksonville, Florida.

In 2002, Keiser College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, (404) 679-4500 to award baccalaureate degrees.

In 2004, Keiser College opened new campuses in Port St. Lucie, West Palm Beach and Pembroke Pines, Florida, and, in 2005, a new campus in Tampa, Florida.

In 2006, Keiser College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, (404) 679-4500 to award master's degrees. Keiser changed its name to more accurately reflect its offerings and became Keiser University.

In 2009, Keiser University attained Level V approval from the Commission on Colleges of the Southern Association of Colleges and Schools to award doctoral degrees.

In 2010, Keiser University opened new locations in Ft. Myers, Florida, Port St. Lucie, Florida (College of Golf and Sport Management), and Shanghai, China.

In 2012, Keiser University attained Level VI recognition from the Commission on Colleges of the Southern Association of Colleges and Schools. Level VI is the highest classification awarded to institutions offering four or more doctorate degrees.

In 2013, Keiser University established another off-campus instructional site at the former location of the Latin American Campus of Ave Maria University in San Marcos, Nicaragua. The Latin American Campus was founded by the University of Mobile (Alabama), a Baptist University in 1993. In 2000, operations of the Latin American Campus were transferred from the University of Mobile to Ave Maria College (Michigan), a Catholic college and the predecessor of Ave Maria University of Florida. In 2004, the Latin American Campus began the process which led to its becoming part of Ave Maria University in Florida.

In 2015, Keiser University added off-campus sites in New Port Richie and Clearwater, Florida. The university also established its Flagship residential site in West Palm Beach, Florida, and began participation in intercollegiate athletics.

In 2017, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmed the accreditation of Keiser University. Reaffirmation ensures that member institutions maintain compliance with Commission policies and *The Principles of Accreditation*. This decennial process involves a collective analysis and judgment by the institution's internal constituencies, an informed review by peers external to the institution, and a reasoned decision by the SACSCOC Board of Trustees.

In 2018, Keiser University established an off-campus instructional site at Patrick Space Force Base to better serve military personnel. The base is located near Cocoa Beach, Florida.



The University has grown rapidly over the past decades and has received numerous awards and recognition for its achievements in furthering career education in Florida.

The University has grown rapidly over the past decades and has received numerous awards and recognition for its achievements in furthering career education in Florida.

## Accreditation

Keiser University has met the standards of accreditation by the following recognized accreditation commissions:

- Keiser University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates and degrees at the associate, baccalaureate, masters, specialist, and doctoral levels. Questions about the accreditation of Keiser University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)). *Please note: Normal inquiries about Keiser University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Keiser University and not to the Commission's office. The Commission should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.*
- The following business programs at Keiser University- Ft. Lauderdale Campus and its off-campus instructional sites are accredited by the Accreditation Council for Business Schools and Programs: Associate of Arts in Business Administration, Bachelor of Arts in Business Administration, Masters of Business Administration, and Doctor of Business Administration.
- The following accounting programs at Keiser University-Ft. Lauderdale Campus and its off-campus instructional sites hold separate accounting accreditation by the Accreditation Council for Business Schools and Programs: Bachelor of Arts in Accounting, and Master of Accountancy.
- The Doctor of Chiropractic degree program at the Keiser University College of Chiropractic Medicine is awarded programmatic accreditation by The Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, Phone: (480)443-8877, Website: [www.cce-usa.org](http://www.cce-usa.org).
- The Keiser University Nurse Anesthesia Programs (master and doctoral levels) are accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 S. Prospect Ave., Park Ridge, IL 60068; (847) 655-1160. The program's next review by the COA is scheduled for May 2023.
- The Master of Science in Nursing degree at Keiser University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
- The Doctor of Nursing Practice program accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
- The Keiser University Graduate Master of Science in Nutrition with Distance Learning Internship (KU-MS/DI) has been granted full accreditation status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, 1-800-877-1600, ext. 5400, [eatright.org/acend](http://eatright.org/acend).
- The Master of Science in Occupational Therapy (MSOT) program at Keiser University Fort Lauderdale Campus was established in 2015. The MSOT program was accredited August of 2017 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Association (AOTA).

The Master of Science in Occupational Therapy (MSOT) Program at Fort Myers Campus has applied for accreditation and has been granted “Candidacy Status” by the Accreditation Council for Occupational Therapy Education (ACOTE) at [acote.aota.org](http://acote.aota.org) of the American Occupational Therapy Association (AOTA) at [aota.org](http://aota.org).

ACOTE can be reached at:

ACOTE

c/o Accreditation Department American Occupational Therapy Association (AOTA)

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

(301) 652-AOTA

<http://www.acoteonline.org>

The graduates of the program are eligible to sit for the national certification examination for occupational therapists, administered by the National Board for Certification in Occupational Therapy (NBCOT; [nbcot.org](http://nbcot.org)). After successful completion of the national certification examination, the individual will be an Occupational Therapist, Registered (OTR). Program results from the National Board for Certification in Occupational Therapy (NBCOT) can be found online at <https://secure.nbcot.org/data/schoolstats.aspx>

- At its **September 2018** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) extended **Accreditation-Probation** status for the **Keiser University Physician Assistant Program** sponsored by **Keiser University** until its next review in **September 2020**.

Accreditation - Probation Accreditation - Probation accreditation is a temporary status of accreditation, up to two years, granted when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having its accreditation withdrawn.

- (Accreditations and approvals are available at the University for inspection during regular business hours.)

## Americans with Disabilities Act

Keiser University complies with the Rehabilitation Act of 1973 (Section 504) requiring that no qualified handicapped person will be excluded by reason of the handicap from enrolling in a course of instruction. Students wishing to avail themselves of special adjustments/accommodations under the Americans with Disabilities Act must disclose special needs at time of enrollment. Accordingly, every effort is made to make reasonable adjustments/accommodations. Certain programs may require manual dexterity. Please consult campus Admissions Offices for further information.

For physically challenged students, Keiser University campuses are either located on ground level or have appropriate elevator service with ramps and designated parking to facilitate easy entry. Restrooms are equipped with wide doorways and bars to ensure wheelchair accessibility.

A student who feels he or she not been treated fairly under Keiser University’s stated federal policies has the right to file a written complaint. A complaint should be submitted to the president of the campus. These procedures apply only to complaints received in writing.

A complaint is submitted in person, by U.S. mail, or by fax. Complaints may not be submitted by email. Complaints should be dated.

Within 15 business days after acknowledging receipt of the handicapped policy complaint, the president of the campus will inform the complainant regarding the institutional response to the written complaint.

Students have the right to file a grievance with Keiser University in the event that students believe the University has not followed its policies. The grievance procedures are described in this catalog. The following individual is Keiser University's Section 504 Coordinator:

Dr. Christopher Stabile

Associate Vice Chancellor of Teaching and Learning Office of the Chancellor

1900 W. Commercial Boulevard, Suite 180, Ft. Lauderdale, Florida 33309 Tel: (954) 776-4476

[cstabile@keiseruniversity.edu](mailto:cstabile@keiseruniversity.edu)

## Equal Opportunity Statement

Keiser University's policy of equal opportunity, consistent with Federal policy, is that no person shall, on the grounds of race, creed, color, handicap, national origin, sex, age, political affiliation, sexual orientation, marital status or belief, be excluded from any training, be denied the benefit of training or be subjected to discrimination in any hiring practice or activity of the University.

To ensure continued success in achieving equal opportunity and non-discrimination in all of its programs and departments, Keiser University hereby reaffirms that it is the responsibility of all staff, administration and supervisory personnel to work actively to ensure equal opportunities within their respective departments, as well as to demonstrate a personal and professional commitment to equal opportunity for all persons. Management and supervisory personnel have a responsibility to provide leadership and support for equal opportunity programs.

## Memberships and Approvals

### Association Memberships

American Culinary Federation American  
Institute of Graphic Arts

American Nurses/Florida Nurse Association American  
Society of Radiologists

Association of Educators in Imaging and Radiologic Science  
Broward County Veterans Council

Career College Association  
Council of Colleges and Military Educators First  
Coast Black Nurses Association

First Coast Higher Education Alliance First  
Coast Nurse Leaders Consortium First Coast  
Student Max Program

Florida Advisory Council on Military Education  
Florida Association of Postsecondary Schools and Colleges  
Florida Association of Veterans Education Specialists Florida  
Cooperative Education and Placement Association Florida  
Restaurant and Lodging Association

Florida Police Chiefs Association Great 100  
Nurses of Northeast Florida

Human Resource Association of Tallahassee  
Independent Colleges and Universities of Florida  
Jacksonville Blueprint for Prosperity

Jacksonville Society of Radiologic Technologists Media  
Relations Committee for the Tallahassee 25 National  
Association of Colleges and Employers National

Association of Health Career Schools National  
Association of Legal Assistants, Inc.  
National Association of Student Employment Administrators National  
Association of Veteran’s Program Administrators (NAVPA) National  
Council of Teachers of English  
National League for Nursing  
National Science Teachers Association Sarasota  
Human Resources Association  
Southern Association of Student Employment Administrators Uptown  
Business Association  
Volusia Manufacturers Association

Chamber of Commerce

Memberships

Brandon  
Brevard County Cocoa  
Beach DeLand  
Ft. Lauderdale/Broward County  
Greater Orlando Area Chamber of Commerce Greater  
Sarasota  
Halifax/Daytona  
Jacksonville Lakeland  
Manatee Chamber of Commerce  
Melbourne/Palm Bay Miramar/Pembroke  
Pines  
Palm Beach County Port  
St. Lucie Tallahassee  
Tampa  
West Kendall

Approvals

Brevard County Private Industry Council  
Broward Employment and Training Administration  
Flagler Volusia Workforce Development Board  
Florida Department of Labor and Employment Security Division of Vocational Rehabilitation Florida  
Department of Veterans Affairs, Bureau of State Approving for Veterans Training (not all programs  
or locations)  
U.S. Department of Education (for Title IV federal financial aid programs)

Other Affiliations

Brevard Economic Development Commission  
Business Development Board of the Palm Beaches  
Emerge Lakeland  
Higher Education Partnership in South East Florida Lakeland Economic Development Council Lakewood  
Ranch Business Alliance  
Leon County Economic Development Council  
Manatee Economic Development Council  
Metro Orlando Economic Development Commission  
Polk County Workforce Development Board  
Sarasota Economic Development Corporation  
Sarasota Workforce Development Committee

Suncoast Education Alliance  
Tallahassee Work Force Development Board  
Work Force Alliance, Palm Beach County

### Articulation Agreements

In an effort to make the transition from institutions as effortless as possible, Keiser University maintains articulation agreements with various institutions of higher learning. Please contact the Vice Chancellor of Academic Affairs at the Office of the Chancellor for a current listing.

## Governance

Keiser University is a not-for-profit 501(c)(3) corporation incorporated in the State of Florida. Keiser University is managed and controlled by the Everglades College, Inc. Board of Trustees which is the legal entity responsible for policy and procedure promulgation, review and amendment.

### Board of Trustees

#### **CHAIR:**

Gregg Wallick, President, Best Roofing

#### **MEMBERS:**

Tom Foster, President, Foster Learning Corporation

Frank Frione, President/CEO GFA International

Maria C. Kondracki, President, Strategic Planning, Inc.

Brett Overman, Founder and CEO, Zips Car Wash

Dr. Bill Kent, President, Team Horner Group

Craig Perry, CEO, Perry Ventures

Manuel Mair, Owner, One-to-One Fitness

Jose Cortes, Director Dept. Design and Construction Mgt., City of Hollywood, FL

Joshua Fordin, Sr. Associate, Hogan Lovells US LLP

# DESCRIPTIONS OF FACILITIES AND EQUIPMENT



## **Keiser University, Clearwater**

Keiser University – Clearwater is located off Highway 19 near East Bay Drive, not far from award-winning Clearwater beaches. At our Clearwater campus, you can take advantage of the services offered by our helpful admissions, academic affairs, student services, and financial services departments in a welcoming and friendly environment.

Our Clearwater campus features spacious classrooms, labs, computer workstations, auditorium, career and student services centers, student lounge area, and a learning commons where you can go between classes or study for your next exam. We also offer ample convenient on-site parking.



## **Keiser University College of Golf & Sport Management**

### **Keiser University College of Golf & Sport Management**

The Keiser University College of Golf & Sport Management is located on the Keiser University Flagship Campus at 2600 North Military Trail in West Palm Beach. The College maintains state-of-the-art equipment and facilities for its programs in Golf Management, Exercise Science, Sport Management, and Health and Human Performance. The Flagship Campus is the home of 29 NAIA athletic teams, club sports, and intramural activities. All equipment used at the Keiser University College of Golf & Sport Management meets industry standards and promotes program objectives.



### **Keiser University, Daytona Beach**

The Daytona Beach site is located one mile north of the Daytona International Speedway. Its 38,000 square-foot building has ample parking and is on a bus route. The campus has seventeen classrooms, a computer laboratory and individual laboratories for medical assisting, radiologic technology, diagnostic medical sonography, occupational therapy, and nursing. The University has a library, student lounge and auditorium. All equipment used at Keiser University is comparable to industry standards and effectively meets all program objectives.



### **Keiser University Flagship Campus**

Keiser University's Flagship Campus is located at 2600 North Military Trail in West Palm Beach, on a 100-acre site with 263,968 square feet of buildings. The Flagship Campus offers students suite-style residence halls with meal plans, 24-hour security, Wi-Fi, and cable access, and maintains facilities to support 29 NAIA athletic teams, club sports, and intramural activities.



### **Keiser University, Ft. Lauderdale**

The main campus of Keiser University is located in uptown Ft. Lauderdale approximately one mile west of Interstate 95. The building has six floors and encompasses over 100,000 square feet of laboratories, classrooms and offices. The University has a library, student lounge, six computer laboratories, seven medical laboratories, a sport and fitness laboratory and a large auditorium. Keiser University provides free parking and is on a major bus line. All equipment used at Keiser University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, Fort Myers**

The Fort Myers site is located off of I-75 at the 138 Exit. The 41,000 square-foot building has ample parking and is on a bus line. The Fort Myers campus has a learning commons that includes library services and writing studio, student lounge and balcony, and an auditorium. Academically, there are five computer laboratories, eight classrooms, and individual laboratories for diagnostic medical sonography, crime scene technology, information technology, medical assisting, and human performance, occupational therapy, nursing, and physical therapist assistant. All equipment used at Keiser University is comparable to industry standards and effectively meets all program learning objectives.





### **Keiser University, Jacksonville**

The Jacksonville site is located in South Jacksonville at The Summit at Southpoint, 6430 Southpoint Parkway. The 66,000 square-foot campus, located in a three-story building, has free parking. The Jacksonville campus has a learning commons inclusive of a library, writing center and mathematics lab. Additionally, the campus has two student lounges, 28 classrooms, auditorium with seating for 104 people, seven medical laboratories, five computer laboratories, two radiology x-ray rooms, two physical therapy labs, three nursing labs, a forensic lab, an anatomy lab, a sport medicine and fitness technology laboratory and a crime scene technology laboratory. All equipment used at Keiser University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, Lakeland**

The Lakeland site is located in the Interstate Business Park at Exit 31 from Interstate 4. The two facilities (comprised of one 42,000 square-foot building and one 26,000 square-foot building) contain 31 classrooms, fifteen allied health laboratories, two natural science laboratories, six computer laboratories, and a dietetics laboratory. It has a student library, multiple student common areas, an auditorium and free adjacent parking. All equipment used at Keiser University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, Melbourne**

The Melbourne site is approximately three miles east of Interstate 95 between the Eau Gallie and US 192 exits. It comprises two buildings totaling approximately 92,000 square feet with 36 classrooms, 18 medical and science laboratories, eight computer laboratories, and offices. The complex has a library, auditorium, and two student lounges. Keiser University provides adjacent free parking. The buildings house facilities for Culinary Arts students, including a production kitchen, three kitchen laboratories, classrooms, and a multi-use facility for banquets, seminars, and special functions. All equipment used at Keiser University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, Miami**

The Miami site is located at 2101 NW 117<sup>th</sup> Avenue. The facilities consist of approximately 90,000 square feet, divided into three floors of classrooms, laboratories, an auditorium, conference rooms, bookstore, a library, administrative offices and student break areas, plus a 140,000 square foot parking garage. All equipment used at Keiser University is comparable to industry standards and effectively meets program objective



### **Keiser University, Naples**

Keiser University Naples located on Tamiami Trail East (US-41) near Airport Pulling Road, not far from historical downtown Naples. The 41,000 square-foot building, constructed in 2020 has twenty classrooms including the Nurse Anesthesia Lab, Nursing Lab, and Medical Assisting Lab. All equipment used at the University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, New Port Richey**

The New Port Richey campus of Keiser University is located in downtown New Port Richey on highway 19 North. The building has five floors and the campus has approximately 22,000 sq. ft. and consists of laboratories, classrooms and offices on the first, second and third floors. The University has a library, student lounge, one computer laboratory, and four medical laboratories. Keiser University provides free parking and is on a major bus line. All equipment used at Keiser University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, Orlando**

The Orlando site is located approximately five miles east of downtown Orlando at the intersection of Semoran Blvd (State Road 436) and Lake Underhill Road. The facilities consist of 55,000 square feet of medical and computer laboratories, classrooms, offices and a library. There is free parking adjacent to the building. Orlando also has an excellent bus system with two stops directly in front of the building. All equipment is comparable to industry standards and effectively meets program objectives.



### **Keiser University at Patrick Space Force Base**

Keiser University, Patrick Space Force Base (PSFB), is located off A1A, on PAFB in building 998, suite E-2, at the base Education and Training Center. Keiser University is comprised of three beautiful spacious classrooms, access to a computer lab, a large multi-office to accommodate student needs, a student lounge area, and a large auditorium with theater style seating. All equipment used at Keiser University is comparable to industry standards and effectively meets program objectives. The PSFB Campus is a National CLEP/DSST Testing Center and provides testing for all who have base access.



### **Keiser University, Pembroke Pines**

The Pembroke Pines site is located off of Interstate 75, at 1640 SW 145<sup>th</sup> Avenue. The building has over 78,000 square feet of classrooms, laboratories and offices. It includes 39 classrooms, five medical laboratories, seven computer laboratories, one crime scene laboratory, a library and a 125-seat auditorium, as well as a covered walkway from the parking lot to the building. All equipment used at the University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, Port St. Lucie**

The Port St. Lucie site is located on SW Discovery Way 1.4 miles south of Tradition Parkway, exit 118 off I-95 west. The building is 78,000 square feet containing 29 classrooms and 17 laboratories including allied health, natural sciences, sports medicine and fitness, computer as well as a dietetics & nutrition laboratory. It also contains a library, student lounge with an outdoor area and a large auditorium with theater-style seating. Free adjacent parking is available and security is provided. All equipment used at the University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, San Marcos, Nicaragua**

The San Marcos site is located on the beautifully renovated site of a former teachers' school, La Antigua Escuela *Normal de Señoritas de San Marcos*, Department of Carazo, Nicaragua and encompasses over 740,000 square feet including green areas and athletic field. It has 23 classrooms, a library, campus dining facilities, modern computer and science laboratories, spacious dormitories, faculty offices, fitness center, administrative buildings, student services building, conference center, and a 300-person chapel, *La Purísima*. The equipment used at Keiser University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, Sarasota**

The Sarasota site is at Interstate 75 and University Parkway. The three-story building has over 75,000 square feet and adjacent free parking. The facility has 28 classrooms, two medical laboratories, five large computer labs available, a library with a study area, and a large auditorium. A similar 75,000 square-foot building houses facilities for a variety of programs including Culinary Arts, which includes a production kitchen, three kitchen laboratories, and an additional 14 classrooms, multiple allied health available, and a conference room in a multi-use facility for banquets, seminars and special functions. All equipment used at the University is comparable to industry standards and effectively meets program objectives.





### **Keiser University, Shanghai, China**

The Shanghai Center is located in the Shanghai Industry and Commerce Foreign Language College (SCIFLC), which is situated in the Nanhui Technical and Educational Park. The center is housed in Building 4, one of several academic and residential buildings located on the fifty-acre campus of the SICFFL. The institution contains 200 classrooms, 14 computer laboratories, multiple offices, various meeting and conference rooms, and a 600,000-volume multi-functional library. SICFLG occupies 13,511 square meters. Building 4 is located across the main campus thoroughfare in the middle of the campus and has devoted instructional spaces, an exhibition area, and various nationally decorated language laboratories featuring the country whose language is taught in the facility. Keiser's facilities are on the first floor at the southwest corner of the facility and consist of an office and conference room with access to numerous instructional classrooms; the offices and classrooms contain appropriate instructional and administrative furnishings and equipment. Keiser students have access to all SCIFLC facilities, including furnished dormitories, food service and lounge facilities, a library, and athletic facilities, including a large indoor stadium. The institution is located near major transportation routes with various public transportation options.



### **Keiser University, Tallahassee**

The Tallahassee site is at Interstate 10 at the Capital Circle N.E. exit. It comprises four buildings that encompass 50,000 square feet of laboratories, classrooms and offices. Included is the Keiser University Center for Culinary Arts, a 16,000 square-foot, modern culinary facility providing Culinary Arts students with a production kitchen, four instructional kitchen laboratories, classrooms and a multi-use facility spacious enough for banquets, seminars and special functions. The Tallahassee complex also has 27 classrooms, four medical laboratories, six computer laboratories, multiple student lounges, a computer center and a library. Keiser University provides free parking that is adjacent to classrooms. All equipment used at Keiser University is comparable to industry standards and effectively meets program objectives.



### **Keiser University, Tampa**

The Tampa site is located on West Waters Avenue one mile east of the Veterans Expressway. The campus is accessible to several major interstate highways. The five-story building provides over 96,000 square feet of classrooms, computer and medical laboratories and offices. The University has a library, writing studio, career center, a cafe and more than 400 adjacent free parking spaces. All equipment used at the campus is comparable with industry standards and effectively meets all program objectives.



### **Keiser University, West Palm Beach**

The West Palm Beach site is located one mile west of the intersection of the Florida Turnpike, between Okeechobee Boulevard and Jog Road; and, ten miles west of Interstate 95 in the Vista Business Center. The site consists of more than 47,000 square feet of classrooms, laboratories and offices and provides free adjacent parking. It has 21 classrooms, seven medical laboratories, five computer laboratories, a library, career center, student lounge and a large auditorium. All equipment used at the University is comparable to industry standards and effectively meets program objectives.





## ADMISSIONS

### General Admission Requirements

Applicants desiring to enter Keiser University must submit an application to the Admissions Office well in advance of the start date. This permits proper scheduling and assures availability of classroom space. Applications for Winter, Spring or Fall semesters should be made as early as possible, as these entry dates are normally the time of greatest enrollment.

The University reserves the right to deny admission to any prospective student that in their judgment poses an undue risk to the safety or security of the University and the University community. This judgment will be based on individual determination taking into account any information the University has about a prospective student's criminal record including the presence of secondary school students on the campus.

Additionally, the University reserves the right to evaluate the individual circumstances regarding registered sex offenders, and in certain cases refuse admission to the University. When a prospective student receives a registered sex offender designation, the University reserves the right to place the admissions process on hold, contingent upon the review and approval from a designated acceptance committee.

Keiser University reserves the right to accept up to 5% of applicants to a graduate program who do not meet appropriate entrance test scores and/or GPA but who request admission based on other criteria. An appeal letter and accompanying documentation should be addressed to the Associate Vice Chancellor of Academic Affairs for Graduate Education; such requests will be reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education, program leadership, and others as appropriate. If the appeal is approved, a waiver letter is placed in the applicant's academic file by the Associate Vice Chancellor of Academic Affairs for Graduate Education or the appropriate designee.

### Program-Specific Admissions Requirements

#### BUSINESS AND TECHNOLOGY

##### ***DOCTOR OF BUSINESS ADMINISTRATION***

Candidates for admissions to the DBA program are required to hold a master's degree in business administration or related fields that demonstrates exposure to managerial functions from an accredited institution, and (2) two years of full-time managerial or professional experience. Or, candidates for

admission are required to hold a master’s degree from an accredited institution and at least (3) three years and preferably (5) five years of full time managerial or professional experience.

To ensure success in the core curriculum of the DBA program, candidates are required to demonstrate competency in business knowledge of accounting, finance, economics and statistics before starting the DBA program. Students who have not successfully completed six undergraduate credits or three graduate credits with at least a B grade in each of these areas will be provided the opportunity to take the prerequisite courses in the semester(s) prior to the start of the DBA program. Candidates must pass the prerequisite courses with at least a “B” or retake the course. Candidates may only attempt the prerequisite courses no more than two times.

An admission decision is based on a combination of a student’s graduate academic performance, professional experience, and letters of recommendation. All students are encouraged to submit Graduate Management Admissions Test (GMAT), Graduate Records Examination (GRE), or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a master’s degree from an accredited college or university
- A one-page personal statement describing expectations of the Doctor of Business Administration program
- Submission of official transcripts or original foreign evaluations showing successful completion of a master’s degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

**MASTER OF ACCOUNTANCY**

Candidates for admission to the Master of Accountancy program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in accounting, business, or equivalent with appropriate upper division accounting courses is a requirement. An admission decision is based on a combination of a student’s undergraduate and/or graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Management Admissions Test (GMAT), Graduate Records Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of an appropriate bachelor’s degree from an accredited college or university, including upper division coursework in accounting: financial, managerial/cost, tax, and auditing
- Submission of official transcripts or original foreign evaluations showing successful completion of an appropriate bachelor’s degree program from an accredited college or

university, including upper division coursework in accounting: financial, managerial/cost, tax, and auditing, received within the first semester of enrollment

- Two letters of recommendation received within the first semester of enrollment
- Minimum GMAT score of 450, GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Requirement for GMAT/GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Appropriate undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Appropriate undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of accounting or related professional work experience and approval from program chair
- Completion of the first semester of enrollment with a minimum grade average of 3.0.

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

## **MASTER OF BUSINESS ADMINISTRATION**

Candidates for admission to the Master of Business Administration (MBA) program are required to hold a four-year baccalaureate degree (or equivalent) from a regionally or nationally accredited institution. To ensure success in the core curriculum of the MBA program, candidates are required to have a 3.0 undergraduate GPA with demonstrated competency in business knowledge of accounting, finance, economics, and statistics before starting the MBA program.

Students who have not successfully completed 6 undergraduate credits or 3 graduate credits with at least a B grade in each of these aforementioned areas will be provided the opportunity to take the pre-requisite courses in the semester(s) prior to the start of the MBA program. Any student entering the program with a GPA below 3.0 will be provided the opportunity to take the prerequisite courses in the semester(s) prior to the start of the MBA program. MBA candidates must pass these prerequisite courses with at least a B grade or retake the course. Candidates may only attempt the prerequisite courses no more than 2 times each.

The prerequisite courses for the MBA program help ensure that students are prepared for graduate business studies. The courses give the students an introduction to up-to-date business concepts both quantitatively and qualitatively.

All students are encouraged to submit Graduate Management Admissions Test (GMAT), Graduate Records Examination (GRE), or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree program from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- \* Minimum GMAT score of 450, GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment

- Formal resume indicating education and complete work history

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0.

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

### **MASTER OF SCIENCE IN MANAGEMENT (OFFERED IN SPANISH)**

Candidates for admission to the Master of Science in Management program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in management is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate and/or graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a baccalaureate degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Minimum GRE composite score of 1350 or MAT score at the 40<sup>th</sup> percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0.

### **MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP**

Candidates for admission to the Master of Science in organizational leadership program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in organizational leadership is not a requirement; qualified students from all backgrounds are

encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate and/or graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Management Admissions Test (GMAT), Graduate Records Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a baccalaureate degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Minimum GMAT score of 450, GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0.

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

**MASTER OF SCIENCE IN INFORMATION SECURITY**

An admission decision is based on a combination of a student's undergraduate academic performance, letters of recommendation, and personal declaration statement.

*Admission Requirements:*

- Baccalaureate degree in an IT related computer discipline from an accredited university. Applicants must have knowledge of data structures and algorithms, assembly language and computer architecture, structured programming in a modern high-level language, and discrete mathematics.
- Applicants who do not have an adequate background may be required to take one or more of these pre-requisites:
  - CDA2100                                      Computer Architecture                      4.0 credit hours
  - COP1800C                                     Java Programming I                         4.0 credit hours
  - COT2104                                       Discrete Mathematics and

○ COT1405C	Probability	4.0 credit hours
	Introduction to Algorithms	4.0 credit hours

The pre-requisite courses, when required, must be completed prior to taking the Information Security program courses. However, some exceptions may be permitted by the program director. All the required pre-requisite courses must be completed with a grade of "B" or higher to continue in the program.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree in an IT related program from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a baccalaureate degree in an IT related program from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Minimum GMAT score of 450, GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution

***UNDERGRADUATE DEGREE FROM AN ACCREDITED COLLEGE OR UNIVERSITY WITH A GRADE AVERAGE OF AT LEAST 3.0***

- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

***MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP***

*Admission Requirements:*

- Baccalaureate degree from an accredited institution in an information technology related field.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree from an accredited college or university
- A minimum undergraduate GPA of 2.7 or higher

- Submission of official transcripts or original foreign evaluations showing successful completion of a baccalaureate degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Minimum GMAT score of 450, GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

## **MASTER OF SCIENCE IN SPORT MANAGEMENT AND OPERATIONS**

*Admissions requirements for the program are described below:*

- Submission of a completed Graduate School Application.
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree with a completed graduate school application.
- Successful criminal background check.
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree from an accredited college or university received within the first semester of enrollment.
- Two letters of recommendation received within the first semester of enrollment.
- Minimum GRE composite score of 1350 or MAT score at the 40th percentile received within the first semester of enrollment.
- Formal resume indicating education and complete work history.

## **EDUCATION**

### **DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION, EDUCATIONAL LEADERSHIP, AND INSTRUCTIONAL DESIGN AND TECHNOLOGY**

Candidates for admission to the Ph.D. program are required to hold a master's degree (or equivalent) from an accredited institution. An admission decision is based on a combination of a student's graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application

- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a master's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a master's degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

### **EDUCATIONAL SPECIALIST**

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a master degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a baccalaureate degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

### **MASTER OF SCIENCE IN EDUCATION**

Candidates for admission to the Master of Science in Education programs are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in education is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate and/or graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree program from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Minimum GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history



*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0.

**Failure to provide documentation required at the end of the first semester may lead to suspension from the University.**

## ***MASTER OF SCIENCE IN EDUCATION IN SCHOOL COUNSELING***

Admission to the School Counseling program is based on a review of application materials by the program faculty. Strong applicants show evidence of academic achievement and potential for success in graduate school, potential success in developing interpersonal relationships in the counseling context, and an openness to personal and professional development.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application.
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree with a completed graduate school application.
- Successful criminal background check.
- Copy of current teacher certificate.
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree from an accredited college or university received within the first semester of enrollment.
- Two letters of recommendation received within the first semester of enrollment.
- Minimum GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment.
- Formal resume indicating education and complete work history.
- Interview with the Program Chair

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0.

\*Official transcripts showing successful completion of a bachelor's and/or master's degree from an accredited institution must be submitted within the first semester of enrollment. Failure to provide this documentation may lead to suspension from the University. Applicants should be aware that many agencies and credentialing bodies require a criminal background check as a prerequisite for practicum or internship placement. Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or completing a practicum or internship in a school or agency.

## ***MASTER OF SCIENCE IN GOLF TEACHING AND LEARNING***

Candidates for admission to the Master of Science in Golf Teaching and Learning are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in golf management is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate academic performance, professional experience, letters of recommendation, and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application.
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree with a completed graduate school application.
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree from an accredited college or university received within the first semester of enrollment.
- Two letters of recommendation received within the first semester of enrollment.
- Minimum GRE composite score of 1350 or MAT score at the 40th percentile received within the first semester of enrollment.
- Formal resume indicating education and complete work history.

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Bachelor's degree from an accredited college or university with a grade average of at least 2.7
- Completion of the first semester of enrollment with a minimum grade average of 3.0

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

## ***GRADUATE EDUCATION CERTIFICATE IN CAREER COLLEGE ADMINISTRATION***

Candidates for admission to the Graduate Education Certificate in Career College Administration program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in education is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate and/or graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree program from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment

- Minimum GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0.

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

## CHIROPRACTIC MEDICINE

### **DOCTOR OF CHIROPRACTIC**

Candidates for admission to the DC program are required to hold a Baccalaureate degree or its equivalent from a regionally or nationally accredited college or university with a minimum GPA of 3.0 or higher. Exceptional applicants with three years of undergraduate study (90 semester hours) will be considered for admission if spaces are available. Such students will be required to complete their Baccalaureate degree from Keiser University before graduation from the DC program. Pre-chiropractic coursework must include a minimum of 24 semester hours in life and physical science courses. These science courses will provide an adequate background for success in the DC program, and at least half of these courses will have a substantive laboratory component. The student's undergraduate preparation must include a well-rounded general education program in the humanities and social sciences. Exceptional students with less than 24 hours in life and physical sciences may be considered for admission under an Alternative Admissions Track Plan, in accordance with the policy of the Council on Chiropractic Education.

#### *Admission Requirements*

- Baccalaureate degree or its equivalent from a regionally or nationally accredited college or university (although exceptional candidates for admission may be considered with 90 undergraduate credits, provided that they complete their baccalaureate degree prior to graduation from the DC program)
- A minimum of 24 semester hours in life and physical sciences, with half of these having a substantive laboratory component (note – exceptional candidates with fewer than 24 semester hours in life and physical sciences may be considered for admission under the Alternative Admissions Track Plan)
- A minimum cumulative GPA of 3.0 in undergraduate study (however, exceptional candidates for admission with a cumulative GPA of 2.75 to 2.99 may be considered on a case by case basis by the Dean and faculty of the College)
- Two letters of recommendation
- An interview (in person or by telephone) with the Dean and/or DCP faculty (note – an interview is not granted to all applicants)

- Meet the technical standards for study in the DC program (with or without reasonable accommodation)

*Required documents for admission are as follows:*

- Submission of a completed Chiropractic College Application
- Submission of official transcripts from all previously attended post-secondary institutions
- Two letters of recommendation
- A one-page personal statement describing intent to pursue the Doctor of Chiropractic degree
- International/foreign students (other than Canadian) whose native language is not English must submit TOEFL test scores.
- Successful background check

*Technical Standards*

Keiser University's College of Chiropractic Medicine maintains that prospective and enrolled students should possess functional use of the somatic senses, adequate motor capabilities, professional attitudes and behaviors to manage situations in the classroom, laboratory and clinic in which these attributes would be essential for the successful completion of all phases of the educational program. Accommodations can be made for some disabilities in the areas mentioned below, but a candidate must meet the essential technical standards in such a way that he or she will be able to perform in a reasonably independent manner.

Candidates for the Doctor of Chiropractic degree must meet the following technical standards with or without reasonable accommodations:

1. *Observational Skills:* The visual, hearing and speech skills are requisite to professional performance in the lecture hall, laboratory and clinic setting such that a student can identify all necessary details, receive and record clinical information, and read and interpret all forms of diagnostic imaging and therapeutic procedures.
2. *Communication Skills:* Students must be able to communicate professionally, effectively and sensitively with patients, their families and all members of the health care team. Students must show evidence of effective oral and written communication skills in the language of instruction.
3. *Motor Function:* Students must be able to demonstrate manual dexterity, strength, tactile perceptiveness, and the ability to perform coordinated motor movements required to treat human ailments in accordance with standard chiropractic therapeutics and procedures associated with a chiropractic education in a safe and effective manner.
4. *Intellectual, Conceptual and Integrative Abilities:* Students must be able to independently demonstrate the ability to reason, analyze, perform and synthesize three-dimensional and spatial relationships, diagnosis and therapeutics applications as it relates to foundational and applied clinical sciences. Critical thinking and problem solving skills are necessary for the completion of the Doctor of Chiropractic degree.
5. *Behavioral and Social Attributes:* Students must possess behavioral and social attributes including compassion, empathy, altruism, integrity, ethics, responsibility, emotional stability, tolerance and the ability to adapt to change. Much of the technical instruction in the programs requires reciprocal application of chiropractic and adjunctive techniques, therefore students must have the ability and willingness to receive chiropractic and adjunctive procedures. The College may temporarily excuse a student from receiving chiropractic and adjunctive procedures provided that there is a specific medical contraindication, as determined in writing by a licensed health care professional.

## HEALTH SCIENCES

### **DOCTOR OF HEALTH SCIENCE**

Candidates for admission to the Doctor of Health Science program are required to hold a graduate degree from a regionally accredited institution. Two (2) years of full-time managerial or professional experience in the healthcare field, two letters of recommendation from healthcare supervisors and an interview with Doctor of Health Science program faculty. An admission decision is based on a combination of a student's graduate academic performance, professional experience, and letters of recommendation. Applicants are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application. Please note: An interview is not granted to all applicants.

*Required Documents for Admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a graduate degree from a regionally accredited college or university
- A one-page personal statement describing expectations of the Doctor of Health Science program
- Two letters of recommendation from healthcare supervisors
- Current resume indicating education, complete work history (clinical and other), volunteer activities, publications and/or presentations
- Submission of official transcripts or original foreign evaluations showing successful completion of a graduate degree from a regionally accredited college or university within the first semester of enrollment

### **DOCTOR OF NURSE ANESTHESIA PRACTICE (ENTRY-INTO-PRACTICE)**

Admission is limited and very competitive, the number of applicants surpasses the number of admission seats. The applicant is responsible for compiling and submitting the completed. Incomplete applications will not be reviewed. Applicants must meet Keiser University Graduate School Admission and English Proficiency requirements, as well as requirements for admission to the major, listed below.

*Admission Criteria: Doctor of Nurse Anesthesia*

Applicants must be a Registered Nurse with completion of a:

- Baccalaureate degree in nursing (BSN) from an accredited nursing program
- Non-nursing Baccalaureate degree may be considered on a case by case basis
- A preferred grade point average (GPA) of 3.2 on a 4.0 scale. An emphasis is placed on science course work. Applicants with a graduate degree from a regionally accredited college or university will have their graduate and undergraduate GPA included for admissions consideration.
- A completed application to Keiser University
- Application fee to be submitted at time of application
- Three letters of recommendation from:
  - One must be from the applicant's current clinical supervisor
  - One preferred recommendation attesting to academic work
  - One recommendation must be from individuals who can assess the applicant's performance and level of clinical expertise in an acute care setting
- Current Resume
- A minimum of 40 hours required shadowing an anesthesia provider, preferable a CRNA.

- A personal statement letter (three pages, excluding cover and references) addressing the following:
  - A clear statement of your goals and expectations for entering the program
  - Your understanding of the role of a Certified Registered Nurse Anesthetist (applicants are encouraged to shadow a CRNA)
  - Include at least one article supporting your understanding of the role of a Certified Registered Nurse Anesthetist, cited according to current APA Format standards
- Current and unrestricted (clear/active) license as a Registered Nurse in one of the states, or one of the protectorates of the United States, with eligibility for Florida R.N. licensure, which must be obtained prior to admission.
- Completion of required undergraduate coursework and official transcripts from all academic institutions attended. If prerequisite science coursework is more than 10 years old, repeating or supplementing with a refresher course at the undergraduate level is highly recommended. An overall science GPA of 3.0 is preferred. that indicate successful completion (preferred B or better) in:
  - Statistics course
  - Undergraduate Health Assessment course
  - Two Anatomy and Physiology courses
  - Two different Chemistry courses (one with laboratory component) A chemistry lecture and lab. Successful completion (grade B or better) of one college chemistry course with a laboratory component. The course (not the laboratory component) must have been taken within five years of beginning the Program (organic chemistry or bio-chemistry preferred). Introduction to Chemistry and Survey to Chemistry courses are not accepted.
- Graduate Record Exam (GRE), taken within 5 years of application
  - A combined score (verbal 153 and quantitative 144) with a score of 297 (preferred)
  - Analytical section must be reported with a score of 3.5 (preferred)
- An applicant who is from a country where American English is not the primary language or whose bachelor degree is not from an accredited US institution, must submit a minimum:
  - TOEFL score of 550 (paper-based test); 213 (computer-based test)
- Evaluation of bachelor's degree by a recognized U.S. evaluation service attesting to the fact that the degree is equivalent to that required for admission to the program
- Minimum of one-year experience as a Registered Nurse in a critical care area; experience is preferred in the areas of ICU, CCU, Trauma ICU, Neuro ICU and CVRU.
- Students must have BLS, ACLS and PALS (preferred) certifications that are current please provide copies to Keiser University. All students are required to certify for BLS, ACLS and PALS twice during the curriculum; these certifications are made through Keiser University.
- Driver's license copy- Current, valid unrestricted driver's license from one jurisdiction of the United States
- Acceptable background check

Qualified applicants are not guaranteed an interview. Admissions interviews are by invitation, with approval of the Nurse Anesthesia Admissions Committee.

### *Deferral for Admission*

An applicant may request a deferral to a future class up to one year after initial application with no further application fee. The applicant must specify their request in writing and must update their application packet as designated by the Admissions Committee.

### *Deferral Once Admitted into the Program*

Once admitted into the program, the student may not defer. If the student does not come into the program, they will need to reapply and re-interview for the program. At this point, the student will be treated as a re-applicant.

### *Admission Health Status*

Prior to enrollment, each student must show proof of current physical status to include:

- Current Hepatitis B, MMR, and Varicella vaccine status and titers.
- Current Purified Protein Derivative (PPD) / Tuberculosis (TB) test status. If the student presents with a positive PPD/TB test, the student must show proof of no active disease by x-ray prior to admission.

All students must have an annual PPD/TB Test and provide that documentation to the Program.

If positive for the first time, the student must have documentation by a physician that the student does not have active TB before they will be allowed to continue in the clinical area.

If the student was positive upon enrollment, the student will complete a health (cough) questionnaire every year and have a chest x-ray taken if symptomatic. Keiser University students are subject to and must adhere to policies established by the clinical affiliate sites.

TB tests are not to be read by Keiser University clinical preceptors, faculty, students, or family members.

### *Additional Qualifications for Student Admission, Progression, and Graduation*

Although this is not an all-inclusive list, Keiser University believes the following qualifications represent some of the reasonable physical and intellectual requirements necessary to perform safely in both the educational program and profession of nurse anesthesia:

#### *Observation and Communication*

- Ability to communicate clearly and effectively with patients of all ages, family members, and other members on the health care team in written and spoken English.
- Ability to process large amounts of information and activity in the operating room using visual, auditory, tactile, and other sensory cues to monitor and plan patient care.
- Ability to audibly distinguish the changes of pitch and tone of patient monitor devices and alarms.

#### *Motor*

- Display fine motor skills, coordinating touch and vision, necessary to complete complex tasks such as cannulation of veins and arteries, performance of regional anesthesia and direct laryngoscopy etc.
- Demonstrate strength and ability to assist safe transfer of patient.
- Stamina to stand or sit for extended periods of times.
- Respond quickly to changes in patient condition and participate in intervention, including but not limited to cardio-pulmonary resuscitation and emergency transportation.

#### *Cognitive*

- Possess foundational knowledge and ability to complete complex mathematical calculations without the use of electronic assistance.
- Skill to read and retain large amounts of information and draw from this information to critically analyze and problem solve.

- Ability to distinguish standard patient responses from non-standard responses and plan interventions accordingly using critical thinking. Also possess judgment to know when to call for assistance from other members of healthcare team.

### *Behavior*

- Exhibit professional and appropriate behavior when interacting with patients, all members of the healthcare team, and the general public.
- Maintain professionalism and confidentiality when dealing with patient issues, adhering to HIPAA guidelines.
- Demonstrate flexibility and efficiency while working in a rapidly changing environment.
- Display good judgment and ethical behavior that including honesty, integrity, sensitivity to culture and the person, and adherence to the professional nursing code of ethics.

### *Health and Malpractice Insurance*

Keiser University requires that all students enrolled in the Nurse Anesthesia Program must participate in the accident & health insurance program sponsored by the university, unless proof of comparable coverage is documented each year.

Please review your current coverage to be sure you are adequately covered. For those having adequate coverage, you will need to waive out of the Keiser University Student Health Plan. Many students have insurance coverage under their parent's or spouse's plan. If that plan is a managed care type plan, providing benefits through certain network providers, the student should determine what benefits will be available in the vicinity of the school.

The health insurance information can be accessed at: <http://www.insuranceforstudents.com/kunaples>  
Keiser University will facilitate Student Registered Nurse Anesthetist's (SRNA) purchase of medical malpractice insurance in the amount of \$1,000,000/ \$6,000,000 (per occurrence/aggregate) prior to their clinical practicum assignment. The medical malpractice insurance must be kept active for the duration of the program.

### *Criminal Background Check*

Criminal background checks will be conducted before, during and after matriculation. The university reserves the right to deny an application. Additionally, should the student become involved in criminal activity after program acceptance, in which the initial criminal background clearance status becomes compromised, the student will be withdrawn from the program. The program and the university will not modify the curriculum for students who have an unsatisfactory criminal background status.

All students must complete both a criminal background and drug screen checks. A student may encounter potential problems with completing clinical practice placements and/or obtaining licensure and certification if he or she has a criminal record. For specific information, contact the Board of Nursing through its website. If a student has a criminal record, it is the student's responsibility to inquire with the Board of Nursing and certification/credentialing body as to whether a criminal record may limit the student's ability to obtain licensure and/or certification or to practice in certain settings. Additionally, students must disclose any criminal record /prior arrest to the admissions committee. The criminal record may disqualify an applicant for admissions.

### *Health and Background / Drug Screening*

All applicants must affirm and attest to sound physical health, emotional stability, and personal integrity that will enable them to successfully complete the educational program and to comply with criteria for nursing licensure and adherence to American Association of Nurse Anesthetist's professional codes of conduct and practice. Applicants must affirm and attest that they are free of addiction to substances of abuse, are not restricted in their practice of nursing or under investigation by any Board of Nursing, and



are willing to adhere to Drug Free Workplace policies and procedures of affiliate clinical training sites, to include submission to randomized drug testing and/or testing for cause and upon Program demand. Students should notify Keiser University of any change in health status, if it may inhibit his/her ability, to participate in the program.

Many drugs alter one's physical and mental status, and optimal physical and mental status is crucial during the provision of anesthesia. Students may be screened for drugs and alcohol at any time they are committed to either clinical or classroom assignments. All students involved in medication errors and narcotic discrepancies will be required to submit to a drug screen at their own expense. Students should be aware that if they are found to test positive for any prohibited substance or for alcohol, they may be subject to disciplinary action at the discretion of the Program Director. All students must be aware that taking any drug may impair the ability to safely participate in their education, including the safe administration of anesthesia in the clinical environment.

### ***DOCTOR OF NURSE ANESTHESIA PRACTICE (POST MASTER'S)***

An admission decision is made at the program level and based on a combination of a student's undergraduate and graduate academic performance, letters of recommendation, statement of purpose, and interview.

#### ***Admission Requirements:***

- Master's degree in nurse anesthesia from a COA accredited program.
- Certification by the NBCRNA as a Certified Registered Nurse Anesthetist.
- Official transcript of a Master's degree showing a cumulative GPA of 3.0 on a 4.0 scale in the Master's degree.
- Current and unrestricted (clear/active) license as a registered nurse (or ARNP if applicable) in one of the states or one of the protectorates of the United States

#### ***Required documents for admission are as follows:***

- Submission of a completed Graduate School Application
- Three letters of recommendation from:
  - The applicant's current clinical supervisor
  - Professional (CRNA or MD Anesthesiologist) who has observed applicant clinically
  - Prior educational faculty
- Current Resume
- Personal Purpose Statement addressing the following areas (limit to 2 double spaced typed pages in 12 point Times Roman font in APA format):
  - Reasons for seeking this educational opportunity (DNAP degree)
  - Potential areas of study for capstone project – (this could be a practice improvement project, clinical management issue in an area of clinical significance and relevance).
  - Prior life/work experience that will be useful in attaining the DNAP
  - How the DNAP will assist the applicant in attaining career goals.
  - Description of the applicant's clinical practice, which will include clinical practice setting, general description of the types and numbers of anesthesia cases per month.
- Driver's license copy- Current, valid unrestricted driver's license from one jurisdiction of the United States
- Applicants to the Doctor of Nurse Anesthesia Practice Program will not be required to retake the GRE; however, the GRE scores must be reported, if available
- Application fee to be submitted at time of application

## *Interview*

- Interviews are by invitation via phone or in person.
- The interview will focus on the Personal Purpose Statement

## **MASTER OF SCIENCE IN NURSE ANESTHESIA**

The MS in Nurse Anesthesia program is a 28-month intensive study course. It is divided into a 12-month didactic section and a 16-month clinical section. The MS in Nurse Anesthesia Program admits two classes of students each year (spring and fall). Applicants are asked in their initial admissions application which class they prefer for commencement of their coursework, although an applicant's preference is not guaranteed.

### *Admission Criteria: Master of Science in Nurse Anesthesia*

- A Registered Nurse with completion of a:
  - Baccalaureate degree in nursing (BSN) from an accredited nursing program
  - Non-science Baccalaureate degree may be considered on a case by case basis
- A preferred undergraduate GPA of 3.0 on a 4.0 scale
  - **NOTE:** The Admissions Committee may consider applicants, on a space available basis, whose credentials include less than a 3.0 GPA, and who meet all other admissions criteria. Such applicants may be granted provisional acceptance. Candidates accepted for provisional acceptance must attain a minimum 3.0 GPA or better in all courses during the first semester or they will be dismissed.
- A completed application to Keiser University
- Application fee to be submitted at time of application
- Three letters of recommendation from:
  - One must be from the applicant's current clinical supervisor
  - Two others must be from individuals who can assess the applicant's performance and level of clinical expertise in an acute care setting
- Current Resume
- One-page Statement of Purpose as to why the applicant is pursuing graduate education in Nurse Anesthesia
- Current and unrestricted (clear/active) license as a Registered Nurse in one of the states, or one of the protectorates of the United States, with eligibility for Florida R.N. licensure, which must be obtained prior to admission
- Official transcripts from all academic institutions attended that indicate successful completion (C or better) of:
  - Statistics course
  - Undergraduate Health Assessment course
  - Two different Chemistry courses (one with laboratory component)
  - Two Anatomy and Physiology courses
- Graduate Record Exam (GRE), taken within 5 years of application
  - A combined score (verbal and quantitative) with a score of 297 (preferred)
  - Analytical section must be reported with a score of 3.5 (preferred)
- An applicant who is from a country where American English is not the primary language or whose bachelor degree is not from an accredited US institution, must submit a minimum:
- TOEFL score of
  - 550 (paper-based test)
  - 213 (computer-based test)
- Evaluation of Bachelor's degree by a recognized U.S. evaluation service attesting to the fact that the degree is equivalent to that required for admission to the program

- Applicants with a Master’s Degree will not be required to retake the GRE; however, the GRE scores must be reported, if available
- Minimum of one-year experience as a Registered Nurse in a critical care area; experience is preferred in the areas of ICU, CCU, Trauma ICU, Neuro ICU and CVRU; other experiences will be considered on an individual basis
  - All students are required to certify for BLS, ACLS and PALS twice during the curriculum; these certifications must be made through Keiser University. Students who have BLS, ACLS and PALS certifications that are current please provide copies to Keiser University.
- Driver’s license copy- Current, valid unrestricted driver’s license from one jurisdiction of the United States
- Acceptable background check by the Florida Department of Law Enforcement (VECHS program) after acceptance, but prior to admission
- Acceptable 10-panel drug screen after acceptance, but prior to admission
- Required health and immunization screen

### *Interview*

The MS in Nurse Anesthesia Admissions Committee will interview applicants that fulfill the admission criteria. The interview process will focus on:

- Review of the applicant’s academic history
- The applicant’s life experience and interest in pursuing information about anesthesia practice (i.e. shadowing, etc.)
- Interest and commitment of the applicant to his/her education
- Answering questions that the applicant may have of the MS in Nurse Anesthesia program

Admission to Keiser University is non-discriminatory.

### *Additional Qualifications for Student Admission, Progression, and Graduation*

Although this is not an all-inclusive list, Keiser University believes the following qualifications represent some of the reasonable physical and intellectual requirements necessary to perform safely in both the educational program and profession of nurse anesthesia:

#### **Observation and Communication**

- Ability to communicate clearly and effectively with patients of all ages, family members, and other members on the health care team in written and spoken English.
- Ability to process large amounts of information and activity in the operating room using visual, auditory, tactile, and other sensory cues to monitor and plan patient care.
- Ability to audibly distinguish the changes of pitch and tone of patient monitor devices and alarms.

#### **Motor**

- Display fine motor skills, coordinating touch and vision, necessary to complete complex tasks such as cannulation of veins and arteries, performance of regional anesthesia and direct laryngoscopy etc.
- Demonstrate strength and ability to assist safe transfer of patient.
- Stamina to stand or sit for extended periods of times.
- Respond quickly to changes in patient condition and participate in intervention, including but not limited to cardio-pulmonary resuscitation and emergency transportation.

## **Cognitive**

- Possess foundational knowledge and ability to complete complex mathematical calculations without the use of electronic assistance.
- Skill to read and retain large amounts of information and draw from this information to critically analyze and problem solve.
- Ability to distinguish standard patient responses from non-standard responses and plan interventions accordingly using critical thinking. Also possess judgment to know when to call for assistance from other members of healthcare team.

## **Behavior**

- Exhibit professional and appropriate behavior when interacting with patients, all members of the healthcare team, and the general public.
- Maintain professionalism and confidentiality when dealing with patient issues, adhering to HIPAA guidelines.
- Demonstrate flexibility and efficiency while working in a rapidly changing environment.
- Display good judgment and ethical behavior that including honesty, integrity, sensitivity to culture and the person, and adherence to the professional nursing code of ethics.

## *Health and Malpractice Insurance*

Keiser University requires that each student maintain health insurance coverage while enrolled in the program. It is mandatory that all students purchase their own health insurance and show proof by providing a copy of the insurance card to the University prior to matriculation. If any change in coverage or insurance provider occurs during enrollment, the student must provide an updated copy of their insurance card. Failure to maintain health insurance coverage throughout the program may jeopardize enrollment.

Keiser University will facilitate Student Registered Nurse Anesthetist's (SRNA) purchase of medical malpractice insurance in the amount of \$1,000,000/ \$6,000,000 (per occurrence/aggregate) prior to their clinical practicum assignment. The medical malpractice insurance must be kept active for the duration of the program.

## ***DOCTOR OF NURSING PRACTICE***

Candidates for admission to the DNP program are required to hold a Master's degree in nursing from an accredited university with minimum nursing graduate level GPA of 3.0 or higher. Students must also enter with and maintain an Active unrestricted registered nurse or advanced practice nursing license. All students are encouraged to submit Graduate Records Exam (GRE) scores in support of their application. Admission decisions are made at the program level and based on a combination of a student's Master's level academic performance, GRE score, letters of recommendation, personal declaration statement, and an interview with DNP faculty. Interviews may be conducted via teleconference. Please note: An interview is not granted to all applicants. All applicants are required to have a clear criminal background check. A clear drug screen where applicable will also be required.

### *Admission Requirements*

- Master's degree in nursing from an accredited university
- Minimum nursing graduate level GPA of 3.0 or higher
- Active unrestricted registered nurse or advanced practice nursing license
- Nursing Practice site for clinical practice experience

### *Required documents for admission are as follows:*

- Submission of a completed Graduate School Application

- Submission of an unofficial transcript showing successful completion of a Master's degree in nursing from an accredited university with a minimum graduate GPA level of 3.0 or higher
- Minimum GRE composite score of 295 (or 1350 for tests taken before August 1, 2011).
- *Requirement for GRE score may be waived for students who meet any one of the following:*
  - Graduate degree from an accredited institution
  - Completion of the first semester of enrollment with a minimum grade average of 3.0.
- One page personal statement describing intent to pursue the DNP and areas of potential interest for the DNP Project
- Submission of an unofficial transcript showing successful completion of a Master's degree in nursing from an accredited university within the first semester of enrollment
- Three letters of recommendation from health care professionals including at least one from faculty in a previous nursing program
- Current formal resume with complete education and nursing employment histories
- Completed clear criminal history background check at admissions
- Completed clear drug screen at admissions or before clinical practicum or immersion experience

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

### ***MASTER OF SCIENCE IN NURSING***

An admission decision is made at the program level and based on a combination of a student's undergraduate academic performance, previous clinical experience as a Registered Nurse (RN), three letters of recommendation to include: Two (2) from nursing/healthcare supervisors and one (1) from a nursing faculty, writing assessment, and an interview with MSN faculty. Please note: An interview is not granted to all applicants. All applicants are required to have a clear criminal background check. A clear drug screen where applicable will also be required.

#### ***Admission Requirements:***

- Baccalaureate degree in nursing from an accredited college or university
- Active unrestricted Professional Registered Nurse license
- Nursing Practice site for clinical practice experience

#### ***Required documents for admission are as follows:***

- Baccalaureate degree in nursing from an accredited college or university
- Active unrestricted Professional Registered Nurse license
- Nursing Practice site for clinical practice experience

#### ***Required documents for admission are as follows:***

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree in nursing from an accredited college or university
- A minimum undergraduate GPA of 3.0 or higher (exceptions to this policy must be approved by the Associate Vice Chancellor of Academic Affairs for Graduate Education or Dean of the Graduate School).
- A one-page personal statement describing intent to pursue the Master of Science Degree in Nursing

- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree in nursing from an accredited college or university, within the first semester of enrollment
- Three letters of recommendation with at least two from health care professionals
- Current resume indicating education and complete work history
- Completed clear criminal history background check at admissions
- Clear drug screening where applicable

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

### **MASTER OF SCIENCE IN NURSING, FAMILY NURSE PRACTITIONER**

Candidates for admission to the MSN FNP program are required to hold a four-year baccalaureate degree in nursing from an accredited institution with a minimum undergraduate GPA of 3.0 on a 4.0 scale. An admission decision is made at the program level and based on a combination of a student's undergraduate academic performance, previous clinical experience as a Registered Nurse (RN), three letters of recommendation to include: Two (2) from nursing/healthcare supervisors and one (1) from a nursing faculty, writing assessment, and an interview with MSN FNP faculty. Please note: An interview is not granted to all applicants. All applicants are required to have a clear criminal background check and drug screen.

*Required Documents for Admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of a completed Nursing CAS Application (suggested)
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a baccalaureate degree in nursing from a regionally accredited college or university
- Active unrestricted Professional Registered Nurse license
- A minimum undergraduate GPA of 3.0 on a 4.0 scale for the baccalaureate degree in nursing
- Writing Sample
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree in nursing from a regionally accredited college or university within the first semester of enrollment
- Three letters of recommendation: Two (2) from nursing/healthcare supervisors, One (1) from a nursing faculty
- Current resume indicating education, complete work history (clinical and other), volunteer activities, publications and/or presentations Note: Applicants must have a minimum of one year of recent clinical practice experience working with patients.
- Completed clear criminal history background check at admissions
- Completed clear drug screen at admissions or before clinical practicum or immersion experience

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

### **MASTER OF SCIENCE IN NUTRITION WITH DISTANCE LEARNING INTERNSHIP**

The Master of Science in Nutrition with Distance Learning Internship (MSDI) program offers students the opportunity to complete a master's degree and the accredited internship. The internship program meets the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements for eligibility to

write the national registration examination administered by the Commission on Dietetic Registration, the credentialing agency of The Academy of Nutrition and Dietetics.

The Master of Science in Nutrition with Distance Learning Internship (MSDI) has been granted full accreditation status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, 1-800-877-1600, ext. 5400, [eatright.org/acend](http://eatright.org/acend).

The course of study will develop the student's knowledge and skills in the areas of clinical nutrition, community nutrition and dietetic management. The internship consists of 1,320 hours of "hands-on" application of dietetic practice meeting the preparation of entry-level Registered Dietitian Nutritionist. The emphasis for the Distance Learning Internship is Community Nutrition.

Required documents for admission are as follows, Application for the MSDI is a 3-step process:

Step 1: Admission to the Keiser University online MS program

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a ACEND accredited Didactic Program in Dietetic (DPD) from an accredited college or university
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a ACEND accredited Didactic Program in Dietetics from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Undergraduate degree from ACEND Didactic Program in Dietetics with a grade GPA of at least 3.0 or higher
- Formal resume indicating education and complete work history

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

Program Specific Prerequisite: Students must have completed an ACEND accredited Didactic Program in Dietetics (DPD) providing an original verification statement or Declaration of Intent signed by the DPD director. Original verification statement or Declaration of Intent will also be provided as part of the DICAS application.

Potential applicants must begin the graduate application process prior to DICAS submission. The following is recommended to begin the submission of the graduate school application process:

Step 2: Complete an online application with Dietetic Internship Centralized System (DICAS):

- Complete online application
- Submitted official transcripts
- Three letters of recommendations
- Original verification statement or Declaration of Intent
- Completed distance learning internship rotation schedule and completed preceptor form

Step 3: Register with D&D Digital Systems

- Register with D&D Digital Systems to participate in "matching process"

## ***MASTER OF SCIENCE IN OCCUPATIONAL THERAPY – BRIDGE PROGRAM***

Candidates for admission to the Master of Science in Occupational Therapy degree program are required to hold an Associate of Science in Occupational Therapy Assistant Degree from a regionally accredited institution with a minimum grade point average of 3.0 on a 4.0 scale. Note: An Associate of Science in Occupational Therapy Assistant degree is expected to contain 84 semester credit hours. Candidates who enter with an Associate of Science in Occupational Therapy Assistant degree with less than 84 semester credit hours will be required to complete elective courses to bring the total to 84 semester credit hours. A Bachelor of Science in Occupational Health will be awarded

after completion of 120 undergraduate semester credit hours. Candidates are required to have a minimum of one (1) year of recent, professional experience working as a licensed occupational therapy assistant and an active unrestricted Professional OTA license. An admission decision is based on a combination of a student's academic performance, previous clinical experience as a licensed occupational therapy assistant, three letters of recommendation to include: Two (2) from healthcare supervisors and one (1) from an OTA faculty member, a letter of intent, and an interview with MSOT faculty. Please note: An interview is not granted to all applicants. Applicants are required to have a clear criminal background check and drug screen.

*Required Documents for Admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of an Associate of Science in Occupational Therapy Assistant Degree from a regionally accredited institution
- Submission of official transcripts or original foreign evaluations showing successful completion of an Associate of Science in Occupational Therapy Assistant Degree from a regionally accredited institution must be provided by the end of the first semester
- Active unrestricted Professional OTA license
- Letter of intent
- Three letters of recommendation: Two (2) from healthcare supervisors and one (1) from an OTA faculty member
- Current resume indicating education, complete work history (clinical and other), volunteer activities, publications and/or presentations

*Note: Applicants must have a minimum of one year of recent clinical practice experience*

- Completed clear criminal history background check
- Completed clear drug screen

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

*Applicants should be aware that most agencies and credentialing bodies require an updated criminal background check as a prerequisite for fieldwork placements. Having been convicted of a felony and/or some misdemeanors may prevent the student from being licensed or employed or from completing fieldwork in pediatric/health care settings.*

*NOTE: Prior to admission to the MSOT program applicants who earned less than 84 credit hours in their Associate of Science in Occupational Therapy Assistant programs will be required to complete elective courses to make up for missing credits before beginning graduate level courses.*

## **MASTER OF SCIENCE IN PHYSICIAN ASSISTANT**

Keiser University's highly competitive on ground only Master of Science in Physician Assistant program matriculates every January. The program is full-time and accepts 40 students per admission cycle. Applicants for admission to the PA program must come from healthcare backgrounds and successfully meet the following requirements:

- Baccalaureate degree or foreign equivalent



- Minimum cumulative undergraduate GPA of 2.75 on a 4.0 scale
- Minimum natural science prerequisite GPA of 3.0 on a 4.0 scale
- Minimum general education prerequisite GPA of 3.0 on a 4.0 scale
- Minimum combined verbal and quantitative GRE score of 294
- Minimum 20 hours of Physician Assistant (PA) shadowing
- Minimum 100 hours of healthcare experience (HCE)
- Three letters of recommendation (LOR)
- The Physician Assistant Program requires an earned grade of C (2.0) or better in each of the following prerequisite courses:
  - College Math or higher (3 semester credit hours)
  - English Composition (3 semester credit hours)
  - Additional English or Literature (3 semester credit hours)
  - Humanities (3 semester credit hours)
  - Behavioral Sciences (6 semester credit hours)
  - Social Science (3 semester credit hours)
  - Medical Terminology (2 semester credit hours)
  - General Biology with lab (4 semester credit hours)
  - General (Inorganic) Chemistry I with lab (4 semester credit hours)
  - General (Inorganic) Chemistry II with lab (4 semester credit hours)
  - Microbiology with lab (4 semester credit hours)
  - Biochemistry or Organic Chemistry (3 semester credit hours)
  - Anatomy with lab (4 semester credit hours)
  - Physiology with lab (4 semester credit hours)
  - Genetics (3 semester credit hours)

### *Admission Document Requirements*

- **Verified CASPA Application (with Program Materials)** - Includes initial \$179 CASPA application fee, \$72 CastleBranch background check fee and results, official transcript(s) or original foreign equivalent evaluated by a NACES recognized agency showing successful completion of a bachelor's degree from a regionally accredited college/university, official GRE scores, current resume which includes education and work experience, official pending or in progress prerequisite transcript(s) (if applicable), three letters of recommendation, personal essay, healthcare experience (patient care/health related) and PA shadowing experience. What is verification? Please go to <https://help.liaisonedu.com/> to learn more.
- **Completed Keiser University Online Supplemental Application** - Includes KU graduate application, \$55 non-refundable application fee and university/program-specific disclaimers and policy forms.

**Failure to provide all required documentation within 30 days of matriculation will lead to the student's removal from class. The student will not be allowed to return until all outstanding documentation is received by the program.**

### *Enrollment Requirements*

- Signed Acceptance Statement (included in acceptance letter)
- \$145 non-refundable Registration fee
- \$1000 non-refundable Physician fee

- Official conferred baccalaureate degree transcript or original foreign equivalent and (if applicable) all official pending prerequisite transcripts
- Official GRE scores (included in CASPA application)
- Financial aid completion and/or approval

### *Matriculation Requirements*

- **Completion of Sentry MD (immunizations, drug screen and physical)** - Students must submit the following proof of immunity for all immunization to Sentry MD prior to matriculation:
  - Active personal health insurance coverage throughout the entire program
  - A satisfactory physical examination
  - PPD (positive results will require the student to receive a chest x-ray and further evaluation) or QUANTIFERON blood test
  - Hepatitis B vaccine and positive Hep B Ab
  - MMR vaccine or immunity
  - Varicella history or vaccination
  - Tetanus/Diphtheria/Pertussis vaccine
  - 10 panel Drug Screen
  - Influenza vaccine.
- **Clear background check results (conducted by the program)**
- **Meet all Program Technical Standards**
- A candidate for the Physician Assistant Program must have abilities and skills inclusive of yet not limited to the following major categories: **[observation]; [communications]; [motor]; [sensory]; [strength and mobility]; [visual integration]; [intellectual, conceptual, integrative and quantitative abilities];** as well as **[behavior and social attributes]**. Technological compensation can be made in some of these areas, but a candidate must be able to perform in a reasonably independent manner.
  1. **Observation:** Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises held throughout the program. They must be able to observe a patient accurately at a distance and close at hand.
  2. **Communications:** Candidates and students should be able to speak, hear and observe to elicit information, examine patients, and perceive nonverbal communications. They must be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team.
  3. **Motor:** Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonable required of Pas are cardiopulmonary resuscitation, administration of intravenous medication, and the application of pressure to stop bleeding, the opening of obstructed airways, and the suturing of wounds. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of senses of touch and vision.
  4. **Sensory:** Since Physician Assistant candidates and students need enhanced ability in their sensory skills; it would be necessary to thoroughly evaluate for candidacy individuals who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities. This would include individuals with significant previous burns, sensory motor deficits, cicatrix formation and many malformations of the upper extremities.
  5. **Strength and Mobility:** Performing as a Physician Assistant student often requires upright posture along with sufficient upper and lower extremity and body strength. Such strength.

Such strength and mobility are needed to assist in surgery, emergency situations and activities associated with daily practice as a physician assistant

6. **Visual Integration:** Consistent with the ability to assess asymmetry, range of motion and tissue texture changes, it is necessary for candidates and students to have adequate visual capabilities for proper evaluation and treatment.
7. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of Physician Assistants, requires all of these intellectual abilities. In addition, candidates and student should be able to comprehend three-dimensional relationships and understand the relationships of structures.
8. **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the fact of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and education processes.

## *Other Important Information*

### **Degree**

Baccalaureate degrees must be completed at a regionally accredited college/university. Foreign degrees must be evaluated by a NACES recognized agency. While it may be best that an applicant's degree be health or science specific, a degree in any discipline is acceptable. Admission is based on undergraduate coursework only.

- **National Association of Credential Evaluation Services (NACES®),**  
<http://www.naces.org/>

### GPA's

GPA calculations are based on undergraduate coursework only and are calculated as follows:

- Cumulative – Includes all coursework and is the cumulative, overall or career total GPA given once a degree has been conferred. Or if applicable, any post-baccalaureate credits and grades are added to the cumulative, overall or career total GPA. Then, the GPA is re-calculated. We **will not** grant grade forgiveness.
- Natural science prerequisite – Includes only credits and grades from the required eight natural science prerequisite courses which are then calculated together. We **will** grant grade forgiveness.
- General education prerequisite – Includes only credits and grades from the required eight general education prerequisite courses which are then calculated together. We **will** grant grade forgiveness.

### **Standardized Test(s)**

Our GRE score requirement includes an applicant's combined verbal and quantitative sections. The analytical section is highly recommended, but is not a part of our GRE score requirement. An applicant's GRE must have been taken within five years of the application year. We will only consider scores from

one attempt and we do not combine scoring sections from different attempts. Our CASPA GRE Code is 0284. The Medical College Admission Test (MCAT®) will not be accepted.

If an applicant is not fluent in English, the applicant must present a TOEFL® score of 500 or higher on a paper-based examination, a score of 173 on a computer-based examination, an internet-based score (iBT) of 61 or an IELTS™ score of 6.0 or higher. Applicants who are exempt from submitting a test of English proficiency are those from Canada (excluding Quebec), Bermuda, the Bahamas, the United Kingdom, Ireland, Australia and New Zealand. Applicants who have previously attended a high school, college or university in the United States for more than two years and have earned a C or better in English courses may be exempt from an English proficiency exam. All applicants must be able to read, write and speak English fluently.

- Graduate Record Examination (GRE®), <http://www.ets.org/>
- Test of English as a Foreign Language (TOEFL®), <http://www.toeflgoanywhere.org/>
- International English Language Testing System (IELTS™), <https://www.ielts.org/>

In addition, we highly recommend that all applicants take the Physician Assistant College Admission Test (PA-CAT). This is a specialized test designed to measure applicant knowledge in key prerequisite science subjects typically required for PA school. For more specific details on the PA-CAT; including the exam blueprint, sample questions, application fees, along with how and where applicants can register to take the PA-CAT, visit the website at: <https://www.pa-cat.com>.

## Shadowing

Shadowing hours with a practicing PA must have been completed within two years of the application year. Shadowing additional healthcare providers such as an MD, OD, NP, etc. are highly recommended, but not required and will not be accepted in lieu of PA shadowing.

## Healthcare Experience (HCE)

HCE can include direct patient care experience and in-direct health related experience although direct patient care experience is preferred.

Some examples of direct patient care experience include: Emergency Medical Technicians, Dental Hygienists or Assistants, Surgical Technicians, Radiological Technicians, Phlebotomists, Athletic Trainers, Nurses, Certified Nurse Assistants, Medical Assistants, Certified Physical Therapists or Assistants and Certified Occupational Therapists or Assistants.

Some examples of in-direct health related experience include: Scribe, Pharmaceutical Representative, Research Technician, Volunteer, Missionary.

## Letters of Recommendation (LOR)

We require three LOR:

- One **MUST** be from a practicing PA (preferably the PA the applicant has shadowed)
- One **MUST** be from another practicing healthcare provider (i.e. PA, MD, OD, NP, etc.)
- One personnel/professional recommendation (i.e. a professor, supervisor, co-worker, etc.)

It is in an applicant's best interest to seek recommendations from individuals who are well acquainted with them academically, professionally and/or personally. LOR from a relative is only acceptable if the person is a practicing healthcare provider.

## Prerequisites

All coursework must be assigned a letter grade of C (2.0) or better. Coursework from another PA program, any graduate level coursework, Pass/Satisfactory grades, certificates of completion and College Level Examination Program (CLEP) credits will not be accepted. We will accept Advanced Placement (AP) or

International Baccalaureate (IB) coursework. However, high school transcripts must be submitted as a part of the applicant's CASPA application (see Program Materials section) for grade verification. Course acceptance is not based test scores. Applicants with quarter units should pay special attention to our credit requirements. Credit conversions **MUST** meet our requirements. Applicants can find our Credit Conversion Chart at <https://www.keiseruniversity.edu/master-of-science-in-physician-assistant/>.

Applicants may not have more than two pending or in progress prerequisites at the time of application submission. Natural science lectures that are separate from labs will be counted separately (example: MCB2000C (one course - combined lecture and lab; hence the "C") vs MCB3020 and MCB3020L (two courses - separate lecture and lab). All other required prerequisite coursework **MUST** be completed with reported grade(s) prior to application submission. Applicants submitting a CASPA application with greater than two pending or in progress prerequisites overall will not be considered.

All coursework must be completed at a regionally accredited college/university. Foreign coursework must be evaluated by a NACES recognized agency. Due to the rapid evolution in basic sciences, natural science prerequisite coursework must have been completed within 10 years of the application year. Natural science labs must be completed on ground only. All natural science coursework must be human-based only. Mammalian, Animal or "Comparative" coursework will not be accepted. A complete sequence of A and P I with lab and A and P II with lab will be accepted to meet Anatomy and Physiology (with labs) requirements. General (Inorganic) Chemistry (with labs) must be a complete sequence as well. Behavioral science must be Psychology based. Sociology and Anthropology may not substitute as behavioral science and will only be accepted as social science.

## Background Checks

Criminal background checks will be conducted before, during and after matriculation. The university reserves the right to deny an application. Additionally, should the student become involved in criminal activity after program acceptance, in which the initial criminal background clearance status becomes compromised, the student will be withdrawn from the program. The program and the university will not modify the curriculum for students who have an unsatisfactory criminal background status.

## Health Insurance

All students must carry active personal health insurance coverage for the entirety of the program. Compliance is monitored through Sentry MD. Keiser University DOES NOT provide personal health insurance to enrolled students, but we do provide information to search for health insurance options independently. Please go to <https://www.insuranceforstudents.com>.

## Student Selection Factors

We utilize a rolling admission process which means that completed files are reviewed, interviews are scheduled, and applicants are accepted on a continuous basis. A completed file includes all admission document requirements. It is an applicant's responsibility to ensure that this process is complete. An applicant's completed file will receive only one full review. It is very likely that all available seats may be filled prior to our program deadline. Therefore, it is always best to apply as early as possible. Program interviews are by invitation only and applicants should keep in mind that meeting the minimum requirements does not guarantee an interview.

Students are selected by the PA Program Interview Committee based upon a combination of:

- In person (only) interview

- Cumulative undergraduate GPA
- Natural science prerequisite GPA
- General education prerequisite GPA
- Combined verbal and quantitative GRE score
- Quality and length of healthcare experience (HCE)
- Physician Assistant (PA) shadowing experience
- Interpersonal and communication skills
- Three letters of recommendation (LOR)
- Knowledge and understanding of the PA profession
- Personal essay and writing assessment
- Undergraduate academic load
- Background check results

Keiser University reserves the right to accept up to 5% of applicants to a graduate program who do not meet appropriate entrance test scores and/or GPA but who request admission based on other criteria. An appeal letter and accompanying documentation should be addressed to the Associate Vice Chancellor of Academic Affairs for Graduate Education; such requests will be reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education, program leadership, and others as appropriate. If the appeal is approved, a waiver letter is placed in the applicant's academic file by the Associate Vice Chancellor of Academic Affairs for Graduate Education or the appropriate designee.

### **Advanced Placement Policy**

The Physician Assistant program does not grant advance placement. Each class will be an integral part of the academic experience and is necessary for success in this program. All students must successfully complete all courses required in our program.

### **Transfer Policy**

Due to variations in PA program curriculum throughout the country, students from other PA programs will not be accepted for transfer. In addition, transfer of credits from other PA programs will not be granted.

### **Academic Standards**

#### **Requirements for Successful Completion of the Didactic Phase:**

- Students must successfully complete all assessments, including but not limited to written, oral, and skills examinations and maintain a 3.0 cumulative GPA.
- Students must demonstrate skills required necessary for clinical practice as determined by the faculty of the Physician Assistant Program.
- Students must receive a satisfactory evaluation from their academic advisor by meeting all academic and professional standards (professional standards guidelines are outlined in the appendix).
- Students must comply with the Guidelines for Ethical Code of Conduct for the Physician Assistant Profession.
- Students must maintain a professional demeanor as a physician assistant student evidenced (but not limited) by attendance, active participation in all classes, lectures, seminars, and clinical experiences as designated by the faculty of the Physician Assistant program.
- Students must complete the didactic phase PACKRAT exam.
- Students maintain compliance through Sentry MD at all times.
- Students must meet the program technical standards

## **Requirements for Successful Completion of the Clinical Phase:**

- Students must satisfactorily complete the nine clinical rotations, including end of rotation exams and end of rotation evaluations, preceptor evaluations and maintain a 3.0 cumulative GPA
- Students must demonstrate required skills necessary for clinical practice and professional behaviors as determined by the faculty of the Physician Assistant program. This includes the clinical preceptors and other faculty.
- Students must comply with the Guidelines for Ethical Code of Conduct for the Physician Assistant Profession.
- Students must maintain a professional demeanor as a physician assistant student evidenced by attending and active participation in in all classes, lectures, seminars and clinical experiences as designated by the faculty of the Physician Assistant program, including preceptor faculty.
- Students must complete the clinical phase PACKRAT exam.
- Students must maintain compliance through Sentry MD at all times.
- Students must receive a satisfactory evaluation from their academic advisors, program faculty and Committee on Student Progress, by meeting all academic and professional standards.

## **Graduation Requirements:**

- The student must complete the requirements for both the Didactic and Clinical phases of the PA program, along with successful completion of the summative examination.
- The student must satisfactorily complete the program with a 3.0 cumulative grade point average
- The students must register and select a date to take the PANCE.

## ***MASTER OF SCIENCE IN WOMEN'S HEALTH AND MIDWIFERY***

Candidates for admission to the MS WHM program are required to hold a four-year baccalaureate degree in nursing from an accredited institution with a minimum undergraduate GPA of 3.0 on a 4.0 scale. An admission decision is made at the program level and based on a combination of a student's undergraduate academic performance, previous clinical experience as a Registered Nurse (RN), three letters of recommendation to include: Two (2) from nursing/healthcare supervisors and one (1) from a nursing faculty, writing assessment, and an interview with MS WHM faculty. Please note: An interview is not granted to all applicants. All applicants are required to have a clear criminal background check and drug screen.

### *Required Documents for Admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of a completed Nursing CAS Application (suggested)
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a baccalaureate degree in nursing from a regionally accredited college or university
- Active unrestricted Professional Registered Nurse license
- A minimum undergraduate GPA of 3.0 on a 4.0 scale for the baccalaureate degree in nursing
- Writing Sample

- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree in nursing from a regionally accredited college or university within the first semester of enrollment
- Three letters of recommendation: Two (2) from nursing/healthcare supervisors, One (1) from a nursing faculty
- Current resume indicating education, complete work history (clinical and other), volunteer activities, publications and/or presentations Note: Applicants must have a minimum of one year of recent clinical practice experience working with patients.
- Completed clear criminal history background check at admissions
- Completed clear drug screen at admissions or before clinical practicum experience

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

## SOCIAL SCIENCES

### **DOCTOR OF PHILOSOPHY IN CRIMINAL JUSTICE AND CRIMINOLOGY**

Candidates for admission to the Ph.D. programs are required to hold a master's degree (or equivalent) from an accredited institution. \* An admission decision is based on a combination of a student's graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

\*Applicants to the Ph.D. in Criminal Justice and Criminology degree program may enter the program with a Baccalaureate degree. Baccalaureate degree applicants must hold a degree in criminal justice or related social science from an accredited institution and a minimum undergraduate GPA of at least 3.0.

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's or master's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's or master's degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

### **DOCTOR OF PHILOSOPHY IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, DOCTOR OF PHILOSOPHY IN PSYCHOLOGY**

Candidates for admission to the Ph.D. programs are required to hold a master's degree (or equivalent) from an accredited institution.\* An admission decision is based on a combination of a student's graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.



*Required documents for admission are as follows:*

\*Applicants to the Ph.D. in Psychology and the Ph.D. in Industrial and Organizational Psychology degree program may enter the program with a Baccalaureate degree. Baccalaureate degree applicants must hold a degree in psychology or related behavioral science from an accredited institution and a minimum undergraduate GPA of at least 3.0.

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's or master's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's or master's degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Formal resume indicating education and complete work history

***MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING***

Admission to the Clinical Mental Health Counseling program is based on a review of application materials by the program faculty. Strong applicants show evidence of academic achievement and potential for success in graduate school, potential success in developing interpersonal relationships in the counseling context, and an openness to personal and professional development.

*Minimum requirements for admission include:*

- 1) An undergraduate or master's degree in psychology, behavioral science, social work, human development, or a closely related field from a regionally accredited institution. Alternatively, applicants may demonstrate aptitude to work in counseling through at least one year professional, volunteer, or research experience in a mental health or closely related field.
- 2) Evidence of academic success and potential success in graduate school by meeting one of the following:
  - a. An overall undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale from a regionally accredited institution.
  - b. A master's degree with an overall GPA of at least 3.0 on a 4.0 scale or higher from a regionally accredited institution.
  - c. An overall undergraduate GPA of at least 2.7 on a 4.0 scale from a regionally accredited institution and submission of official Graduate Record Exam (GRE) general test scores. GRE scores will be weighed with other application materials to make a determination regarding admission to the program.

*Required documents for admissions are listed below. All documents must be received and reviewed by program faculty prior to the first semester of enrollment:*

- Successful criminal background check.
- Successful interview with program faculty.
- Completed Graduate School Application
- Unofficial transcripts showing successful completion of a bachelor's or master's degree from a regionally accredited institution.
- Official Graduate Record Examination (GRE) general test scores, if applicable based on the minimum requirements for admission to the program as stated above. Scores must be from within five years of application.

- A two- to three-page Personal Statement indicating the applicant's reasons for undertaking graduate study in clinical mental health counseling, personal attributes, and future goals.
- Three professional letters of recommendation. Letters should be from individuals who can address the applicant's academic and professional potential.
- Résumé or curriculum vitae.
- Top applicants are invited to interview with the department faculty. The interview is a required part of the admission process. Invitation to interview does not guarantee admission. Keiser University reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the program.

\*Official transcripts showing successful completion of a bachelor's and/or master's degree from a regionally accredited institution must be submitted within the first semester of enrollment. Failure to provide this documentation may lead to suspension from the University.

Applicants should be aware that many agencies and credentialing bodies require a criminal background check as a prerequisite for practicum or internship placement. Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or completing a practicum or internship in a school or agency.

## ***MASTER OF SCIENCE IN ORGANIZATIONAL PSYCHOLOGY***

### ***MASTER OF SCIENCE IN PSYCHOLOGY***

Candidates for admission to the Master of Science in Psychology and Master of Science in Organizational Psychology programs are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in psychology is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate academic performance, professional experience, letters of recommendation, and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) scores in support of their application.

#### *Required documents for admission are as follows:*

- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Minimum GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) received within the first semester of enrollment
- Formal resume indicating education and complete work history

#### *Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Bachelor's degree from an accredited college or university with a grade average of at least 2.7
  - Completion of the first semester of enrollment with a minimum grade average of 3.0

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

## **MASTER OF ARTS IN CRIMINAL JUSTICE**

### **MASTER OF ARTS IN HOMELAND SECURITY**

Candidates for admission to the MACJ and MAHS programs are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in criminal justice is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate and/or graduate academic performance, professional experience, letters of recommendation and/or standardized test score. All students are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree from an accredited college or university
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree program from an accredited college or university received within the first semester of enrollment
- Two letters of recommendation received within the first semester of enrollment
- Minimum GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history

*Requirement for GRE/MAT scores may be waived for students who meet any one of the following:*

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0.

*Failure to provide documentation required at the end of the first semester may lead to suspension from the University.*

## **Professional Licensure or Certification**

If you are considering a Keiser University program that leads to professional licensure or certification, please review the 'State Licensure Disclosure Information' linked to the program's webpage on the university website at [www.keiseruniversity.edu](http://www.keiseruniversity.edu). Information regarding whether completion of the program is sufficient to meet licensure or certification requirements in a state for that occupation is provided. Also, it is advised that applicants seek guidance from the appropriate licensing or credentialing agency in your home state, or state to which you plan to seek employment, before beginning any academic program leading to licensure or certification as other requirements beyond academic preparation may apply.

In order to comply with regulations regarding distance education, Keiser University is required to make the following disclosure to applicants and students completing their coursework outside of the state of

Florida, including field experiences (e.g., internships, practicums, clinical placements), when their program of study customarily leads to professional licensure. The National State Authorization Reciprocity Agreement (SARA) of which we are a member, has no effect on state professional licensure requirements. Please visit our website at <https://www.keiseruniversity.edu/heoa/professionallicensure> for information on this topic. If you are unable to locate the correct information about professional licensure, or have difficulty obtaining the information you need, please contact the academic advisor for your program.

## International Students

Keiser University is proud of the international character of its student body and welcomes students from other nations. All international students must be fluent in English before they enroll. Applicants are asked to furnish proof that they can read, write and speak English fluently. The University accepts only F-1 visas based upon a student's program of study. International student applicants must meet the following requirements for admission to Keiser University:

1. Successful completion of a baccalaureate degree program that is equivalent to a baccalaureate degree in the United States. (Official records must be evaluated by a member agency of the National Association of Credential Evaluation Services <http://www.naces.org> attesting that completion is equivalent to a baccalaureate degree completed in the United States.)
2. Certification of financial ability to meet tuition and other necessary expenses or ability to qualify for financial aid as an eligible non-citizen.
3. If an applicant's primary language is not English, the applicant must present a TOEFL® score of 500 or higher on a paper-based examination, a score of 173 on a computer-based examination, an internet-based score (iBT) of 61, or an IELTS™ score of 6.0 or higher.

Applications for international students can be obtained through the Admissions Office. Applications should be submitted at least two months prior to the start of a program.

### *English Proficiency Requirements*

International applicants whose native language is not English are required to submit the results of a test of English proficiency to the Office of International Studies. Students who are exempt from submitting a test of English proficiency are those from Canada (excluding Quebec), Bermuda, the Bahamas, the United Kingdom, Ireland, Australia and New Zealand.

Applicants who have previously attended a high school, college or university in the United States for more than two years and have earned passing grades in English courses may be exempt from an English proficiency exam.

The following exams are accepted as proof of proficiency in English:

#### **TOEFL®**

Paper-based:	500 or higher
Computer-based:	173 or higher
Internet-based (iBT):	61 or higher

#### **IELTS™**

6.0 or higher

### *Conditional Admissions*

Students who are academically prepared to pursue a university program but are unable to meet the minimum English proficiency requirement may apply to the intensive English language program offered by the Keiser ESOL at Keiser University's Fort Lauderdale Campus. Upon successful

completion of ESOL level 4, students may enroll to a degree program and the conditional status shall be removed.

### *English Proficiency Placement Examination*

Upon matriculation to Keiser University, ALL new international undergraduate and graduate students, except for those who are exempted, will be tested once again for English proficiency during orientation. New international students should not assume that they are exempt from taking this English test even though they have had many years of English education in their home countries or abroad or met the above English proficiency requirements.

## Transfer of Credit Policy and Procedures

### *Policy*

- Qualified, accepted **Master's degree seeking students** may transfer up to 12 master's level credits earned from a **regionally accredited college or university** and must be equivalent to the relevant Keiser University course/s.
  - a. Credits for courses from a **non-regionally accredited institution** which are substantially equivalent in content to Keiser University and are applicable to the applicant's program of study may be granted on a course-by-course basis.
  - b. Transfer credits from a **non-U.S. college or university** are evaluated and granted on a course equivalency basis. The Graduate School must receive an official transcript evaluated by an approved educational evaluator service attesting that the course/s are equivalent to course/s earned at an accredited institution of higher education in the United States.
  - c. Acceptable courses will be equivalent to a **B grade or higher**. Those course/s represented with a Pass or Satisfactory grade may be transferrable at the discretion of the program chair and/or appropriate program Dean.
- Qualified, accepted **Doctoral degree seeking students** may transfer up to 18 graduate-level credits earned from a **regionally accredited college or university** and must be equivalent to the relevant Keiser University course/s.
  - a. Credits for courses from a **non-regionally accredited institution** which are substantially equivalent in content to Keiser University and are applicable to the applicant's program of study may be granted on a course-by-course basis.
  - b. Transfer credits from a **non-U.S. college or university** are evaluated and granted on a course equivalency basis. The Graduate School must receive an official transcript evaluated by an approved educational evaluator service attesting that the course/s are equivalent to course/s earned at an accredited institution of higher education in the United States.
  - c. Acceptable courses will be equivalent to a **B grade or higher**. Those course/s represented with a Pass or Satisfactory grade may be transferrable at the discretion of the program chair and/or appropriate program Dean.
- Requests for **Military Transfer Credit** will be evaluated through the existing Keiser University policy (SEE POLICY on Transfer Credit for Military Training and Education) and should be submitted through the JST portal preferably with ACE review and recommendations for transfer credit equivalency.
- Requests for **Life, Work or Experiential Learning Credit** will be evaluated through the existing Keiser University policy (SEE POLICY on Credit for Life Experience) through the College Credit by Portfolio Process.
- Students who are interested in **continuing their education at an institution other than Keiser University Graduate School** should first make inquiry at the institution they plan to

attend to determine credits and requirements needed for entrance to that institution. Transferability of credit is up to the discretion of the receiving institution. Keiser University Graduate School cannot assure transfer of credit.

## *Procedure(s)*

- Accepted graduate students wishing to have their credits evaluated for transfer to Keiser University Graduate School must submit the following:
  - a. An unofficial copy of their transcript (s) from an accredited college or university or JST. An official transcript must be received by the end of the first semester, or no transfer credits will be officially granted.
  - b. A copy of the course syllabus or course description for any course/s they wish to have reviewed for transfer. Courses in the student's major must meet the same general course objectives as Keiser University Graduate School courses.
  - c. Approved articulation agreements with other colleges, universities or entities will also be considered and recognized for transfer of credit when applicable.
  - d. Transcripts will be evaluated by a member of the Vice Chancellor for Academic Affairs' team and will be communicated to the applicant thereafter. It is our goal to provide transfer credit evaluations in a timely and responsive manner; however, volume may impact our timeline for completion.
- It may be necessary for students to forfeit some previously earned credit in the transfer process since college philosophies, objectives and programs may vary and change from year to year. Therefore, Keiser University makes no blanket statement or promise of acceptance of credits from any other institution.

### **Effective Date**

7/26/2021, approved by Graduate School and/or Vice Chancellor of the Graduate School

## Transfer from International Institutions

Upon receipt of an official transcript, transfer credits from non-U.S. colleges/universities are evaluated and granted on a course equivalency basis. The Dean must receive an evaluation of official transcripts by a member agency of the National Association of Credential Evaluation Services <http://www.naces.org> attesting that the courses are equivalent to courses earned at a regionally accredited institution of higher education in the United States. Transfer credits are granted only for courses in which a grade of "B" or higher was earned (3.0 on a 4.0 scale). Prior to granting transfer of credit for any course, the University reserves the right to test applicants or request that they successfully pass an examination administered by a Keiser University faculty member.

## Transfer of Credits from Keiser University

Students who are interested in continuing their education at an institution other than Keiser University should first make inquiry at the institution they plan to attend to determine credits and requirements needed for entrance to that institution. Transferability of credits is at the discretion of a receiving institution. Keiser University cannot assure transfer of credit.

### *Veteran Transfer of Credits*

A Veterans Administration benefit recipient has responsibility to report all previous education and training to Keiser University. The University evaluates the information and grants appropriate credit, with training time and tuition reduced proportionally. The veteran student and the Veterans Administration are notified.

## Policy on Transfer Credit for Military Training and Education

Keiser University provides processes to determine credit awards and learning acquired for specialized military training and occupational experience when applicable to a servicemember's degree program.

Keiser University recognizes and uses the American Council of Education (ACE) Guide for the evaluation of the Joint Services Transcripts (JSTs) educational experiences in the Armed Services in determining the value of learning acquired in military service at levels consistent with ACE Guide recommendations and/or those transcripts by the Community College of the Air Force (CCAF), when applicable to a student's program.

### Procedures:

The transferring student must accomplish the following:

- Supply an unofficial military transcript for evaluation during the admissions process
- Order an official military transcript from their respective branch of service
- Ensure the official military transcript is provided to Keiser University by the end of the student's first semester



## FINANCIAL SERVICES

### Consumer Information

The Higher Education Opportunity Act of 1965 revised 2008 (HEOA) requires postsecondary institutions participating in federal student aid programs disclose information from various administrative areas to students. This information may be viewed online at the following address in compliance with federal law: <http://www.keiseruniversity.edu/heoa/>

### General Information

The Financial Aid Department at Keiser University provides assistance to students who need financial aid in order to pay tuition expenses at the University. The Financial Aid Department has established procedures which assure fair and consistent treatment of all applicants.

Keiser University believes that the primary responsibility for educational costs rests with a student and his/her family. However, financial aid is available to meet the difference between a student's resources and his/her actual needs. Keiser University examines the total cost associated with attending the University including, but not limited to, tuition and fees, room and board, books, supplies, personal expenses and allowable travel expenses.

Keiser University uses the Free Application for Federal Student Aid (FAFSA) to document and collect information used in determining a student's eligibility for financial aid. The information a

student supplies on the FAFSA is confidential. FAFSA instructions to complete on the web may be obtained in the Financial Services Department or going to [www.fafsa.ed.gov](http://www.fafsa.ed.gov), Keiser University code 015159.

Keiser University maintains a full-time Director of Financial Aid at each campus to meet student needs. Students are encouraged to make appointments with a Financial Aid Administrator to ensure they obtain the funding needed for their college investment. The United States Department of Education has determined that Keiser University is an institution eligible to participate in Federal Title IV financial aid programs.

The University has the following institutional and Federal aid programs available to students who qualify (subject to availability of funds). The amount of aid a student receives at Keiser University is based on cost of attendance, Expected Family Contribution (EFC), enrollment status (full time, 3/4 time, 1/2 time, 1/4 time) and length of attendance within an academic year.

## Loans

Keiser University offers a variety of low interest loans that enable students to meet their educational costs. Educational loans **MUST BE PAID BACK**. Interest charges vary with the type of loan, and a minimum monthly payment may be required.

### The William D. Ford Federal Direct Loan Program

Keiser University was selected by the United States Department of Education to participate in the Federal Direct Student Loan Program as one of its initial 104 institutions. A Federal Direct Stafford Student Loan eliminates lender and guarantee agencies. Keiser University processes a student's application in-house, and the loan is funded directly by the U.S. Department of Education. The Federal Direct Student Loans are low interest loans.

### Unsubsidized Direct Loan

Unsubsidized Direct Loans – are loans for both undergraduate and graduate students that are not based on financial need. Interest is charged during in-school, deferment, and grace periods. The interest rate on Federal Direct Unsubsidized loans borrowed by undergraduate students between July 1, 2018 and June 30, 2019 is 5.045% and the interest rate for graduate/professional students is 6.595%. You are charged interest on this loan from the time the loan is disbursed until it is paid in full. If the interest is allowed to accumulate, the interest will be added to the principal amount of the loan and increase the amount to be repaid. If a student qualifies, the maximum amount of an Unsubsidized Direct Loan is \$6,000 for first and second year students, \$7,500 for third and fourth year students, \$20,500 for graduate students. Award amounts are dependent upon a student's dependency status on the Free Application for Federal Student Aid.

### Federal Graduate/Professional PLUS Loan

Graduate and professional degree students are eligible to apply for the Graduate/PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. The terms and conditions applicable to Parent PLUS Loans also apply to the Graduate/Professional PLUS loans. The requirements include a determination the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA).

## Scholarships

### *Keiser University Scholarship Programs*

Keiser University offers a variety of scholarships ranging from academic to financial for students who meet the criteria set by the University. Recipients must be enrolled in a graduate degree program attending the university.



## Private Scholarships

Outside scholarships are awarded to students who meet the specific criteria of the scholarship benefactors. Scholarship committees usually choose scholarship recipients who have high grade point averages, large financial need and/or superior academic qualities.

Additional information on financial aid programs offered at Keiser University is available by contacting the Financial Aid department on the campus a student plans to attend.

## Student Eligibility Requirements

Federal financial aid is not available to international students unless they are eligible non-citizens. Eligible non-citizens must provide current documentation of immigration status prior to applying for financial aid. An applicant for admission who indicates on his/her application that financial assistance is needed for education is to provide the website information to complete the [Free Application for Federal Student Aid](#) at the time of enrollment. To be eligible to receive most need-based aid, students must meet the following requirements:

- Show financial need
- Enroll in an eligible program
- Be a United States citizen or eligible non-citizen
- Have a valid social security number
- Maintain satisfactory academic progress
- Comply with requirements of the Anti-Drug Abuse Act
- Not be in default on a National Direct Student Loan, Federal Stafford Loan or Federal PLUS Loan
- Not owe a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (FSEOG)
- Agree to use any Federal student aid received solely for educational purposes
- Sign a Statement of Educational Purpose/Certification on refunds and default
- Sign a Statement of Registration Status if required to register with the Selective Service
- Be enrolled at least half-time (for most programs)

## Financial Aid Procedures

Prospective Keiser University students who seek financial assistance must complete a [Free Application for Federal Student Aid \(FAFSA\)](#). Many funds are limited and are awarded on a first come, first served basis to students who have the greatest need. Instructions are available in the Financial Aid Department on each campus as to how to enter the FAFSA on the web. Students must complete a [FAFSA](#) and an appointment must be made with a Financial Aid Administrator.

During a student's financial aid interview, An analysis will be completed which indicates the amount a family is expected to contribute to educational costs as well as the amount of financial aid a student can expect to receive. After the [Free Application for Federal Student Aid](#) is processed, the University receives an electronic [Institutional Student Information Record \(ISIR\)](#) and a student receives a [Student Aid Report \(SAR\)](#) from the U.S. Department of Education in 30 days. If verification is required, requested documentation must be provided by the student and/or spouse. The Financial Aid Department explains the verification procedure if the situation arises.

A Financial Aid Administrator submits relevant paperwork to appropriate lenders/agencies and follows up to ensure that financial aid files are complete and accurate. Financial Aid is the liaison between the lenders/servicing agencies and a student. The Director of Financial Aid ensures that

students are aware of their responsibilities, that student tuition is paid, that lenders receive correct paperwork and that all documents are executed and tracked correctly.

The Financial Aid department is dedicated to helping students understand and comply with the forms and paperwork that the financial aid application process entails. Students must re-apply for financial assistance each year.

**NOTE:** A student's financial aid is solely the responsibility of the student. Each student is responsible for correctly completing all applications and processing paperwork in a timely manner. If student aid is not received by the University while a student is in school, the student is responsible for all tuition and fees due to the University.

## Student Rights

All Keiser University students have the right to:

- Know when they will receive their financial aid.
- A copy of the documents describing the University's accreditation or licensing.
- Information about Keiser University programs, its instructional, laboratory and other physical facilities and its faculty.
- Information relating to job placement rates.
- Information concerning the cost of attendance.
- Information on the refund policy for students who withdraw.
- Reconsideration of their aid package if they believe a mistake has been made or if enrollment or financial circumstances have changed.
- Information on how the University determines whether a student is making satisfactory progress and, if not, the nature of the procedures.
- Information concerning special facilities and services that are available under the Americans with Disabilities Act.
- Information as to what financial assistance is available, including information on federal, state, local, private and institutional financial aid programs.
- Information as to who Financial Services personnel are, where they are located and how and when to contact them.
- Information concerning procedures and deadlines for submitting applications for each available financial aid program.
- Information concerning how financial aid recipients are selected for various programs.
- Information concerning how their financial aid eligibility is determined.
- Information on how much financial need, as determined by the University, has been met.
- Information concerning each type and amount of assistance in their financial aid package.
- Information concerning the interest rate on any student loan, the total amount which must be repaid, the length of time to repay, when repayment must begin, and what cancellation or deferment (postponement) provisions apply.
- Know who their academic advisor is.
- Information concerning the University's academic and administrative policies.
- Fair, equal and non-discriminatory treatment from all University personnel.
- Access to their student records.

- Freedom of academic expression.

## Student Responsibilities

- It is the responsibility of each Keiser University student to:
- Abide by the Keiser University student code of conduct.
- Read, understand, and keep copies of all forms they are given.
- Review and consider all information about University programs prior to enrollment.
- Pay special attention to the Free Application for Federal Student Aid, complete it accurately and submit it on time to the right place. (Errors can delay or prevent receiving aid).
- Know all deadlines for applying or reapplying for aid and meet them.
- Provide all documentation, corrections, and/or new information requested by either the Financial Services department or the agency to which the application was submitted.
- Notify the University of any information that has changed since their initial application for financial aid.
- Repay all student loans.
- Attend an exit interview at the University if they receive a Federal Direct Subsidized Loan, Federal Direct Unsubsidized Loan, or Federal Direct PLUS Loan.
- Notify the University and lender (if they have a loan) of any changes in their name, address or attendance status (half-time, three quarter-time, or full-time).
- Understand the University refund policy which is stated on the Graduate School Application and in this catalog.
- Read the contents of the Graduate School Application for Admission carefully.
- Purchase or otherwise furnish books and supplies.
- Maintain University property in a manner that does not deface, destroy or harm it.
- Return library books in a timely manner and pay any assessed fines.
- Obtain required educational and financial clearances prior to graduation.
- Comply with all parking regulations.

## Graduate Satisfactory Academic Progress

Graduate students at Keiser University are expected to maintain satisfactory academic progress and to make ongoing progress toward graduation. There are two standards that must be met: a [cumulative grade point average \(CGPA\)](#) and [course completion rate](#).

A student must achieve a minimum grade point average (GPA) of 3.0 after completing each semester at Keiser University. Students in the Doctor of Chiropractic program may be considered (on an individual basis) to have met the requirements for satisfactory academic progress upon appeal to the Dean of the College of Chiropractic Medicine if they have a cumulative GPA between 2.75-2.99, providing there is evidence of continuous academic progress. The graduation requirement of achieving a cumulative GPA of 3.0 or higher remains unchanged.

The [course completion rate](#) requires students to complete their program of study within 150% of the normal timeframe allotted for completion of the program. Transfer credit hours that meet degree requirements are considered in the determination of this 150% normal time frame, although not in computation of grade point average. The normal timeframe is measured in credit hours attempted (rather than semesters) to accommodate schedules of full-time and part-time students.

In order to ensure completion of a program within the maximum timeframe, Keiser University requires that a student successfully complete 66.7% of credit hours attempted after completing his/her first semester at Keiser University and each semester thereafter. If a student withdraws from

a course, the credit hours of that course are included in determining the quantitative standard of satisfactory academic progress. All students must have completed a minimum of 66.7% of credit hours attempted in order to graduate within 150% of the normal timeframe.

When determining Satisfactory Academic Progress (SAP) the [cumulative grade point average](#) and the [course completion rate](#) are determined independently of each other and a student may be placed on Academic Financial Aid Warning (AFAW) or Academic Financial Aid Probation (AFAP) for either [cumulative grade point average](#), [course completion rate](#) or both at the end of the semester.

In the event a student does not achieve a 3.0 or greater GPA in any semester, or earn 66.7% of the cumulative credits attempted, the student will be placed on AFAW. A student on AFAW who meets the SAP requirements at the end of the semester is removed from AFAW. While on AFAW, a student not earning a 3.0 CGPA or 66.7% of the attempted credits by the end of the semester is dismissed from Keiser University. To avoid dismissal the student may submit a written appeal requesting to be placed on AFAP and if approved continues to be eligible for Title IV funding.

While on Academic Financial Aid Probation, a student not earning a 3.0 CGPA or better by the end of the semester or the required 66.7% of credits attempted will be monitored to ensure they are meeting the requirements of the approved Academic Plan. If the student is making progress as required, the student will be allowed one additional semester of aid as long as the student would be able to meet the required maximum time frame. If the student is not meeting the plan requirements, financial aid will be terminated and the student may be dismissed from Keiser University.

A student who is readmitted after dismissal for failure to meet the SAP standards is readmitted on Academic Financial Aid Suspension (AFAS) and is not eligible for Title IV funds until the student has achieved a 3.0 CGPA or the required 66.7% PACE at the end of the returning semester.

The CGPA continues throughout a student's tenure at Keiser University. When a student transfers from one program to another within a degree level, the student's current CGPA will transfer to the new program and the final calculation will include all courses taken at Keiser University.

A student who has been dismissed may reapply to Keiser University after remaining out of school for one full semester. At that time, a student's academic records are evaluated to determine if it is possible for a 3.0 CGPA to be achieved and if the program can be completed within the maximum 150% timeframe. If both these standards can be achieved, a student may be readmitted on Academic Financial Aid Suspension (AFAS) but is not eligible for Title IV funds until the student achieves satisfactory academic progress. Therefore, should funding be required, alternative financing must be established by re-enrolling students.

### *Academic/Financial Aid Probation Appeal*

When a student fails to make Satisfactory Academic Progress after one semester on Academic Financial Aid Warning, the student may appeal to be placed on Academic Financial Aid Probation.

The appeal must be written and based on an injury, sudden illness, death of a relative, or other special circumstances. The appeal must explain why the student failed to make satisfactory progress and what has changed in the student's situation that will allow him/her to make satisfactory progress in the next semester.

If the appeal is approved based on the fact that the student should be able to make satisfactory progress in the next semester, the student will be placed on Academic Financial Aid Probation and receive a written response with the required actions needed to be completed by the student during that semester. The student will continue eligibility for Title IV funding for that semester.

Keiser University may use its discretion in waiving its Satisfactory Academic Progress standards in cases where students have mitigating circumstances. These include serious illness or injury of a student or serious illness, injury or death of a student's immediate family member. Students requesting an appeal of Keiser University's Satisfactory Academic Progress standards must submit a written request, with appropriate documentation, to the Associate Vice Chancellor of Academic Affairs for Graduate Education. If an appeal is approved, the student is allowed one additional semester

to meet required standards and to regain eligibility for Title IV funds.

These standards apply to all students (those receiving veterans' benefits, those receiving financial aid and cash-paying students). The Veterans' Administration is notified of unsatisfactory progress of a veteran student who remains on Academic Financial/Aid Warning beyond two consecutive semesters. At that point, Veterans Benefits can be terminated. A student terminated from Veterans Benefits due to unsatisfactory progress may be recertified for benefits upon attaining a 3.0 CGPA.

## TUITION, FEES, AND OTHER COSTS

### **TUITION AND FEE DISCLOSURE – KEISER UNIVERSITY GRADUATE SCHOOL**

Effective Fall Semester 2021

Keiser University desires to eliminate possible areas of misunderstanding before students begin class. This allows the University to devote future efforts to support our students' education.

Keiser University tuition and fees are charged to the student by the semester. Each semester is 16 weeks. Keiser University students are charged by the semester for the scheduled credit hours. University student tuition and fees are subject to annual review and modification. Proration of charges due to withdrawal are explained in the University catalog.

#### **Initial Fees**

Application Fee (one-time charge)

\$55.00

Registration Fee (one-time charge)

\$145.00

MS Physician Assistant Post-Acceptance Fee (non-refundable – toward first semester)

\$1,000.00

Residency Fee (one-time charge) for MSN Family Nurse Practitioner,

MS Clinical Mental Health Counseling, and MS Nutrition with Distance Learning Internship only

\$700.00

(This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in the event of a withdrawal. It is payable within two weeks of an applicant's acceptance.)

#### **Tuition Charge Per Semester** (Tuition is charged and payable on the first day of the class in the semester)

<b>Master of Science Allied Health Programs</b>	
12 credits	\$14,816.00
9 to 11.99 credits	\$11,112.00
6 to 8.99 credits	\$7,408.00
3 to 5.99 credits	\$3,704.00

<b>Master Degree Non-Allied Health or Graduate-Level Certificate Programs</b>	
12 credits	\$13,500.00
9 to 11.99 credits	\$10,125.00
6 to 8.99 credits	\$6,750.00
3 to 5.99 credits	\$3,375.00

<b>Education Degree Specialist **Full Time Status</b>	\$14,464.00
---	-------------

<b>Doctoral Degree Programs</b>	
12 credits	\$13,848.00
9 to 11.99 credits	\$10,386.00
6 to 8.99 credits	\$6,924.00
3 to 5.99 credits	\$3,462.00

<b>Doctoral Program – Dissertation (4 credits per semester)</b>	\$7,232.00
---	------------

<b>Doctoral Residency 1 On Campus Training*</b>	\$1,600.00
Doctoral Residency 2 On Campus Training*	\$794.00

<b>Doctor of Chiropractic</b>	
<b>12+ credits</b>	\$12,940.00
<b>9 to 11.99 credits</b>	\$9,705.00
<b>6 to 8.99 credits</b>	\$6,470.00
<b>3 to 5.99 credits</b>	\$3,235.00

\*Students are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.

\*\*Tuition for students less than full time: tuition is charged based on a pro rata calculation at the beginning of the semester.

<b>Education Fee per Semester</b>	\$750.00
-----------------------------------	----------

*Education Fees Associated with Programmatic Participation and Facilities Access*

<b>Other Fees</b>	
Late Payment Fee	\$10.00
Re-entry Fee	\$150.00
Student ID replacement	\$15.00
Program Fees – Required for Clinical/Licensure	Variable
Chiropractic Miscellaneous Additional Fees	Variable
Library Late Fee	\$10.00
Return Check Fee	\$35.00
Transcript Fee	\$5.00
Technical Fees	Variable
Withdrawal Fee	\$100.00
Duplicate Diploma and Cover (Graduate degrees)	\$30.00
Duplicate Cover (Graduate degrees)	\$17.50
Duplicate Diploma (Graduate degrees):	\$12.50

**This is not an all-inclusive listing of the different fees that may be charged.**

Tuition for Students less than full time: tuition is charged based on a pro-rata calculation at the beginning of the semester.

Request by student to expedite items via delivery service will be charged at servicer rate.

Degree programs with Majors which require a student kit, will be assessed a fee accordingly.  
 Degree program with Majors which require background checks, certification exams, and/or fingerprinting will be assessed fees accordingly.  
 Additional fees can be assessed as necessary.  
 Textbook prices are available on the student portal by course.  
 Students taking online courses who have the textbooks shipped will have shipping charges assessed to them. Late Fee for students who have Cash Payments: the late fee charge is \$10.00 per month for each month past due.

Keiser University reserves the right to make any change in tuition, fees, curriculum or any phase of its program where it is the opinion of the administration that the students or the university will benefit. Such changes may be made without further notice. Tuition is charged by the semester as stated above. Proration of tuition upon withdrawal is explained in the catalog. An academic transcript will not be released if the student has a balance with the institution for any reason.

### **TUITION AND FEE DISCLOSURE – NURSE ANESTHESIA PROGRAM**

Effective Fall Semester 2021

Keiser University desires to eliminate possible areas of misunderstanding before students begin class. This allows the University to devote future efforts to support our students’ education. At Keiser University tuition and fees are charged to the student by the semester. Each semester is 16 weeks. Keiser University students are charged by the semester for the scheduled credit hours. University student tuition and fees are subject to annual review and modification. Proration of charges due to withdrawal is explained in the University catalog.

	Post Master’s Doctor of Nurse Anesthesia Practice- 6 Semesters	Master of Science in Nurse Anesthesia – 7 Semesters	Doctor of Nurse Anesthesia Practice – 9 Semesters
Application Fee (non-refundable)	\$55.00	\$55.00	\$55.00
CAS	\$70.00	\$70.00	\$70.00
Deposit (non-refundable) toward first semester charges	\$1,500.00	\$1,500.00	\$1,500.00
<i>(This advance payment will be deducted from the tuition payment due on registration day and is not refundable in the event of a withdrawal. It is payable within two weeks of an applicant’s acceptance)</i>			
Tuition Charge Per Semester	\$9,680.00	\$9,680.00	\$9,680.00
Textbooks and Equipment (excludes optional textbooks) estimated	\$1,100.00	\$2,450.00	\$2,450.00
Technology Fee \$75.00 per semester	\$75.00	\$75.00	\$75.00
Library Fee \$50.00 per semester	\$50.00	\$50.00	\$50.00
Re-Entry Fee	\$150.00	\$150.00	\$150.00
Withdrawal Fee	\$100.00	\$100.00	\$100.00
KU Scrubs (five sets are required)	\$300.00	\$300.00	\$300.00
Transcript each	\$5.00	\$5.00	\$5.00
Payment Late Fee	\$250.00	\$250.00	\$250.00
Returned Check Fee	\$40.00	\$40.00	\$40.00
Health Insurance		\$1,440.00	\$1,440.00
Lauderal Badges		\$160.00	\$160.00
Earpiece and Precordial		\$120.00	\$120.00

Prodigy			\$350.00
Recertification of ACLS, BLS, PALS		\$940.00	\$1,000.00
Optional Education Conferences		\$4,400.00	\$4,400.00
Background Check x 3 (non-refundable)		\$350.00	\$350.00
Medatrax (fee subject to change)		\$180.00	\$225.00
Apex Anesthesia		\$450.00	\$450.00
Valley 3-Day Review		\$785.00-\$1,000.00	\$785.00-\$1,000.00
Loss of Clinical Site Name Badge		\$75.00	\$75.00
AANA Associate Membership Fee (non-refundable)		\$200.00	\$200.00
Laptop computer, web cam, and microphone	\$1,000.00	\$1,000.00	\$1,000.00
Malpractice Insurance (One-Time Fee)		\$564.00	\$564.00
Self-Evaluation Exam (twice)		\$250.00	\$500.00
Certification Examination		\$995.00	\$995.00
Simulation Lab Fee (Assessed each semester in the didactic stage \$500.00)		\$500.00	\$500.00
Clinical Fee assessed each semester in the Clinical Stage \$500.00		\$500.00	\$500.00

**This is not an all-inclusive listing of the different fees that may be charged.**

Request by student to expedite items via delivery service will be charged at servicer rate.

Degree programs with Majors which require a student kit, will be assessed a fee accordingly.

Degree program with Majors which require background checks, certification exams, and/or fingerprinting will be assessed fees accordingly.

Additional fees can be assessed as necessary.

Textbook prices are available on the student portal by course.

Students taking online courses who have the textbooks shipped will have shipping charges assessed to them. Late Fee for students who have Cash Payments, the late fee charge is \$10.00 per month for each month past due.

Keiser University reserves the right to make any change in tuition, fees, curriculum or any phase of its program where it is the opinion of the administration that the students or the university will benefit. Such changes may be made without further notice. Tuition is charged by the semester as stated above. Proration of tuition upon withdrawal is explained in the catalog. An academic transcript will not be released if the student has a balance with the institution for any reason.

## ***REQUIRED AND OPTIONAL FEES FOR PROGRAMS***

Fees are mandatory charges (other than tuition, room, and board) applied by the school for pursuit of an approved program of education. Fees are defined in the school's catalog or supplement and listed on the school's billing statement or invoice. Fees that are optional will not be paid using ® benefits and will be the responsibility of the student if student chooses these additional options. Please see your Program Director or School Certifying Official (SCO) for additional guidance. Allied health students are required to have health insurance for clinical requirements.

\*Drug screen fees can vary based on local provider.



PROGRAM	REQUIRED	OPTIONAL
Clinical Mental Health Counseling	*Drug Screening \$45 \$60 or as required by the applicable agency	
Master of Science in Occupational Therapy	NBCOT \$515 Licensure Fee \$80 TherapyEd Course \$300 LiveScan Fingerprinting \$95 *Drug Screening \$45	
Physician Assistant	Packrat Exam \$45 (twice) BLS \$28 HIPAA \$15.95 BBP/OSHA \$15.95 Medical Error Training \$15.95 ACLS & PALS (\$200 each) \$60 or as required by the applicable agency (twice) HIV/OSHA Course \$23 Sentry MD \$27 End of Rotation Exams \$35 each (7-9 exams) PAST Typhon \$90 Sentry MD (2 <sup>nd</sup> Year) \$11 Hancock PANCE Review \$250 PAEA End of Curriculum Exam \$99	
Doctor of Chiropractic	\$60 or as required by the applicable agency (x2) OSHA \$15.95 (x2) HIPAA \$15.95 BLS (CPR) \$30 (x2) Student American Chiropractic Association (SACA) \$60 (effective Jan. 1, 2021)	
Nursing	\$60 or as required by the applicable agency *Drug screen/Vaccines (varies by required services and service provider) \$50-\$150	

MSN-Family Nurse Practitioner	FL State License \$110 BLS \$55 \$60 or as required by the applicable agency *Drug Screen \$25-45 Shadow Health \$180 Barkley Pharmacology Package \$70 National Certification Review Course \$350	
-------------------------------	--	--

**RESIDENTIAL (FLAGSHIP) CAMPUS**  
**GRADUATE – MBA - TUITION AND FEE DISCLOSURE**

Effective Fall Semester 2021

Keiser University wishes to eliminate possible areas of misunderstanding before students begin class. This allows the University to devote future efforts to support our students' education. At Keiser University tuition and fees are charged to the student by the semester. Each semester is 16 weeks. Keiser University students at the Resident/Flagship campus are charged by the semester for the scheduled credit hours. Tuition and fees are subject to annual review and modification. Proration of charges due to withdrawal are explained in the University catalog.

**FALL SEMESTER 2021**

**SPRING SEMESTER 2022**

<u>Tuition Deposit</u> Refundable before May 1, 2021	Refundable before October 1, 2021	\$150.00
<u>Housing Deposit</u> Refundable before July 1, 2021	Refundable before December 1, 2021	\$250.00

**All charges are due the first day of class for each semester.**

M.B.A. Program Charges	FALL SEMESTER 2021	SPRING SEMESTER 2022	ACADEMIC YEAR 2021-2022
Tuition 6.00 to 8.99 credits	\$8,300.00	\$8,300.00	\$16,600.00
Education Fee	\$800.00	\$800.00	\$1,600.00
Activity Fee	\$250.00	\$250.00	\$500.00
Estimated Books	\$1,000.00	\$1,000.00	\$2,000.00
Total Estimated without Housing	\$10,350.00	\$10,350.00	\$20,700.00

Ph.D. Program Charges	FALL SEMESTER 2021	SPRING SEMESTER 2022	ACADEMIC YEAR 2021-2022
Tuition 6 to 8.99 credits	\$8,664.00	\$8,664.00	\$17,328.00
Education Fee	\$800.00	\$800.00	\$1,600.00
Activity Fee	\$250.00	\$250.00	\$500.00
Estimated Books	\$1,000.00	\$1,000.00	\$2,000.00
Total Estimated without Housing	\$10,714.00	\$10,714.00	\$21,428.00

**Education Fees Associated with Programmatic Participation & Facilities Access**

**Tuition and Fees are Charged by the Semester****MBA****Ph.D.**

Tuition Charge Attending over Full Time 18 to 24 credits. <i>Student may petition for 18.0 to 24.0 credit hours. Requires Dean's approval. Must have a minimum of a 3.0 CGPA</i>	\$20,750.00	\$21,660.00
Tuition Charge Attending Full Time 12 to 17.99 credits	\$16,600.00	\$17,328.00
Tuition Charge Attending Three Quarter Time 9 to 11.99 credits	\$12,450.00	\$12,996.00
Tuition Charge Attending Half Time 6 to 8.99 credits	\$8,300.00	\$8,664.00
Tuition Charge Attending Less than Half Time 0 to 5.99 credits	\$4,150.00	\$4,332.00

**Housing Charged by Semester (estimated)**

	Stauffer Hall	Lakeside Residence Hall
Double Occupancy On Campus	\$3,343.00	\$3,943.00
Triple Occupancy On Campus	\$2,630.00	\$3,230.00
Quad Occupancy On Campus	\$1,947.00	\$2,147.00
Double Off-Campus Occupancy	\$4,084.00	

Residential Meal Plans (Estimated)		Commuter Meal Plans (Estimated)	
19 Meals Per Week, \$150.00 Flex Per Semester	\$3,100.00	20 Block Plan, \$15.00 Flex Per Semester	\$281.00
225 Block Meal Plan, \$125.00 Flex Per Semester	\$3,100.00	50 Block Plan, \$25.00 Flex Per Semester	\$609.00

*Room Damage Fee is assessed in accordance with housing contract.*

All students in Residence must have a board plan. Alternate plans may be available.

All Freshmen & Sophomores must live on campus, unless they live with a parent or relative within a 50-mile radius of the campus

**English as a Second Language****Tuition****Education Fees Estimated****Books**

16 weeks 20 contact hours per week	\$3,989.00	\$550.00	\$272.00
8 weeks 30 contact hours per week	\$1,995.00	\$275.00	\$272.00

**Health Insurance.** The Student /Technology Fee excludes health insurance premiums. All students must either demonstrate coverage by a qualified U.S. health insurance plan or pay the premium and receive coverage from a policy provided by the University.

**Other Fees (estimated)\***

Car Permit (annually)	\$50.00	Re-Entry Fee	\$150.00
Car Permit additional or replacement	\$15.00	Replacement Dorm Key	\$25.00
Library Late Fee	\$10.00	Return Check Fee	\$35.00
Health Insurance Fee (year)*	\$1,840.00	Student ID replacement	\$25.00
Health Insurance Fee	\$920.00	Test out per credit	\$75.00

(spring only)*		hour	
Late Payment Fee	\$25.00	Transcript Fee	\$5.00
Orientation Fee	\$100.00	Withdrawal Fee	\$100.00

**Note: This is not an all-inclusive listing of all the different fees which may be charged.**

Degree programs with Majors which require a student kit, Background Checks, Certification Exams, Fingerprinting, etc., will be assessed a fee accordingly.

Textbook prices are posted on the student portal by course.

Students taking online courses who have the textbooks shipped will have shipping charges assessed to them.

Keiser University reserves the right to make any change in tuition, fees, curriculum or any phase of its programs in which it is the opinion of the administration that students or the University will benefit. Such changes may be made without further notice. Tuition is charged by the semester as stated above. This information is being provided to assist students in the budgeting of finances. The annual costs indicated are estimates and are not costs owed to the University. These costs are averages and do not reflect actual expenses that may incur.

An academic transcript will not be released if the student has a balance with the institution for any reason.

### *Uniforms, Tests, Supplies, and Special Fees*

Students in allied health programs are required to wear medical scrubs to class each day. These medical uniforms are available through the Campus Bookstore.

Special courses, workshops and seminars may be held throughout the year for various interest groups, including business and industry. The fee for this type of course is published as far in advance as practical and is non-refundable.

### *University Interruption*

In the event the operation of the University is suspended at any time due to any "Act of God", strike, riot, disruption, or any other reason beyond the control of the University, there will be no refund of tuition, fees, charges, or any other payment made to the University.

### *Student Withdrawals*

It is the responsibility of all students, upon withdrawal from Keiser University, to return library books and pay all fines, fees and monies that are owed to the University.

## **Cancellation and Refund Policy**

### *Tuition and Fee Disclosure*

Tuition is computed on the assumption that a student remains throughout the academic year. Since a place in class has been reserved for each student, tuition is refunded in accordance with the University refund policy. A student withdrawing from the University must comply with proper clearance procedures as outlined in the catalog. Reductions in indebtedness are made solely at the discretion of the University for Withdrawals necessitated by conditions beyond a student's control such as an emergency acceptable to the University. Refunds or reductions in indebtedness are processed after all required approvals are documented on a withdrawal form. Students are obligated for all charges (tuition/fees/books/supplies/etc.) for the semester they are currently attending plus any prior account balance. A semester of sixteen (16) weeks, may consist of four (4) consecutive four (4) week terms or two (2) consecutive eight (8) week terms or one (1) consecutive sixteen (16) week semester of instruction. A \$100 administrative fee is charged when a student withdraws prior to the

end of a semester. A student who has withdrawn and wishes to re-enter is charged a \$150 reentry fee.

Fees and room charges are non-refundable after the third day of class start for the period of enrollment. Students who move off campus after the start of the semester forfeit charges per the housing contract guidelines. Students with meal plans are non-refundable and will expire on the last day of the current semester.

## Return of Title IV Funds (R2T4)

The requirements for federal financial aid when a student withdraws are separate from the Institutional Refund Policy. As such a student may still owe a balance to the University for Unpaid Institutional Charges. Federal regulations specify how the University must determine the amount of Federal financial aid the student is entitled to have earned when a student withdraws from the University.

The percentage amount of Federal financial aid a student has earned during a payment period is calculated based on the total number of calendar days completed in a payment period divided by the total number of calendar days in the payment period. For students who withdraw during the payment period the school will perform the return calculation on a payment period basis. An academic year is defined as two semesters equivalent to 32 weeks of instruction and at least \*24 semester hours. (\*12 semester hours for graduate candidate students in dissertation courses).

The amount of assistance earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period, you earn 30% of the FSA assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you may earn all the FSA assistance you were scheduled to receive for that period. Anytime a student begins attendance in at least one course, but does not begin attendance in all the courses he or she was scheduled to attend, regardless of whether the student is a withdrawal or graduate, the institution must review to see if it is necessary to recalculate the student's eligibility for funding received based on a revised enrollment status and the cost of education.

## Order of Return of Title IV Funds

A school must return Title IV funds to the programs from which the student received aid during the payment, in the following order, up to the net amount disbursed from each source:

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Direct Grad/PLUS Loan
- Federal Direct PLUS loan
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required
- Federal TEACH Grants for which a Return is required
- Federal Iraq and Afghanistan Service Grant for which a return is required
- The Federal Return of Title IV funds do not apply to federal work-study, scholarships, state grants or institutional awards or cash payments from the student, Pre-Paid Plans, or external non - Title IV sources.

## Cancellation/Withdrawal Calculation

Cancellation at any time from the date of a student's registration to the day before the first scheduled day of a semester – 100% refund of tuition and education fees. (The University retains the \$55 application fee.)

- Withdrawal at any time during the first week of the semester – 90% refund of tuition (Board if applicable).
- Withdrawal at any time during the second week of the semester – 85% refund of tuition (Board if applicable).
- Withdrawal at any time during the third week of the semester – 80% refund of tuition (Board if applicable).
- Withdrawal at any time during/after the fourth week of the semester – no refund.

Any funds paid for supplies, books or equipment which can be and are returned to the University, are refunded to a student who withdraws prior to the start of a semester, providing the student returns said items that can be resold. The University reserves the right to determine if above-mentioned items are returnable. All registration fees are refunded if a student is not accepted into his/her particular program. Students must notify the University in writing of cancellation. All monies paid by an applicant are refunded if cancellation occurs within three business days after signing the University's Application for Admission and making an initial payment. If cancellation occurs after three business days from the signing of the University's Application for Admissions, all application and registration fees in excess of \$100 are refunded to the student. Refunds are made within thirty days from the date of determination of a student's withdrawal. All balances owed the University due to the return of Title IV funds or withdrawal calculation or a balance due at time of graduation, are billed to the student. No official academic transcript or a diploma is issued to any student who owes a balance to the University at the time of the request. Upon payment of an outstanding debt, a transcript and diploma may be issued.



## STUDENT SERVICES

### Orientation

The orientation program, held prior to the first day of each term, is designed to facilitate the students' transition to the University and to help familiarize new students with the organization and operation of the University. During orientation, students review the mission, traditions, rules, and regulations of the University. Additionally, study techniques, academic standards, and counseling resources are discussed. All new and transfer students are encouraged to attend orientation.

## Career Services

Through the Department of Student Services, students are able to participate in student activities, organizations, honor societies, leadership programs, as well as career development resources. Through Keiser University's academic departments, students learn the requisite skills for their career, and through Student Services they are instructed on such career preparatory activities as resume development, mock interviewing, career fairs, and professional networking. An online career center is available 24 hours a day. Job search stations with current job openings and career development resources are also provided. Resources are readily available to students, and job placement assistance is accessible to all graduates through the Department of Student Services.

It is the policy of Keiser University's Student Services Department to assist students in finding employment upon graduation. Prior to and after graduation, the Student Services Department advises students on career development skills and assists them in finding employment in their chosen career field. Students and graduates are encouraged to participate in their career advancement via Keiser University's Web-based career center at [www.collegecentral.com/keiser](http://www.collegecentral.com/keiser) and successful completion of the University's Leadership Distinction Program. In order to preserve placement privileges, students are required to provide the Department with a current resumé and to maintain satisfactory attendance. Additionally, all students must complete an exit interview before their graduation date. Although career services assistance is provided, Keiser University cannot promise or guarantee employment.

Keiser University fully complies with the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of student educational records. The law applies to all schools that receive Title IV funding. Therefore, graduates requesting career services assistance must provide signed authorization allowing the Department of Student Services to send resumes to potential employers as part of a graduate's job search program.

### Part-Time Employment

The University maintains a placement listing service to assist current full-time students in finding part-time employment. Each campus has a bulletin board, job book, or online career center database of part-time jobs that provides information on employment opportunities. International students must have proper documentation to seek employment in the United States. Although Keiser University provides employment assistance for part-time work, it cannot promise or guarantee employment.

### Full-Time Employment

The Department of Student Services offers assistance to all Keiser University graduates preparing to enter the job market. Student Services provides information on local, in-state, and out-of-state companies, resume writing, interviewing techniques, career research, job opportunities. The Department also provides businesses with, applicant screening as well as referrals for local businesses and industries. Career Development resources are updated regularly. Placement services are provided on an equal opportunity-equal access basis.

Career and leadership development seminars are offered on an on-going basis. Topics such as effective resumé writing and how to prepare for an interview assist students in conducting a professional job search. Workshops including time management, financial success strategies, professionalism, and study skills, prepare students to succeed in college and in life.

The Student Services Departments creates many opportunities for students to interact with employers. Career fairs and on-campus recruiter visits provide access and networking opportunities with potential employers. Employer visits in the classroom provide students with opportunities to hear first-hand what it takes to succeed in a chosen field of study. By providing these services, the University prepares a work force that is not only knowledgeable in its field, but also prepared to meet the needs of a demanding job market.

## Student Organizations

### *Alpha Phi Sigma Criminal Justice Honor Society (APS)*

Alpha Phi Sigma (APS) recognizes the academic achievements of students working to achieve a graduate degree in Criminal Justice. Prospective candidates must have completed one-third of their credit hours required for graduation in the Master of Arts Program, including the completion of four criminal justice courses at the Master's level. Students must also have a minimum cumulative 3.4 GPA at the Master's level.

Joining APS helps solidify a student's place in the field of criminal justice. The honor society has been in existence since 1942 and is recognized by the Association of College Honor Societies, The American Correctional Association, The American Society of Criminology, and the Academy of Criminal Justice Sciences. The United States Government also recognizes membership in APS as a requirement for entrance at the GS-7 level in the Federal Service. If you are interested in becoming a member of the Alpha Phi Sigma Kappa Delta Epsilon chapter, please contact the Department of Student Services.

### *Keiser University Physician Assistant Student Association (KUPASA)*

Keiser University Physician Assistant Student Association's purpose is to serve as the official organization for the students of Keiser University Physician Assistant Program; to promote academic achievement and clinical excellence; and to promote the physician assistant as a member of the health care delivery team. It provides PA students with a chance to interact with other students who have the same interests. These interactions serve many purposes, such as helping to meet other students in a social atmosphere; working to educate others about the PA profession; improving the community with projects the association implements; and enhancing one's own leadership skills. To become a member of KUPASA, you must be enrolled in the Master of Science in Physician Assistant degree program and contact the Faculty Liaison of the organization.

### *Sigma Beta Delta International Honor Society (SBD)*

Sigma Beta Delta (SBD) recognizes scholarship achievements of students working toward a graduate degree. The purpose of this society is to encourage and recognize scholastic accomplishment for students of business management and administration, and to promote personal and professional improvement toward a life notable for honorable service to humankind. It is organized exclusively for charitable and educational purposes. The membership of the society is composed of persons of high scholarship and good moral character. A student interested in becoming a member of the Sigma Beta Delta International Honor Society, should contact the Faculty Advisor of Sigma Beta Delta at their local campus or see their Department of Student Services.

### *Student Veterans of America (SVA)*

Student Veterans of America (SVA) is a coalition of student veterans organizations on college campuses across the United States; Keiser University has several chapters throughout the state of Florida. SVA Chapters coordinate a wide range of campus activities. These activities include, but are not limited to:

- Informal social meetings that serve as peer support groups
- Benefits seminars and counseling in conjunction with other organizations
- Publication of newsletters and brochures
- Local service projects and volunteer work
- Pre-professional networking

These local peer support groups are an important part of ensuring that every veteran is ultimately successful in higher education. If you are a Veteran interested in joining or starting a SVA Chapter at your campus location, please contact Student Services for more information.



## Alumni Association

The Keiser University Alumni Association exists to keep graduates connected to each other and to the Keiser University Seahawk community. After all, graduates are not just Seahawks during their college years. They are Seahawks for life! Graduates of Keiser University are automatically a member of the Keiser University Alumni Association, along with more than 66,000 fellow alums. Membership gives the ability to make new career connections, reconnect with former classmates, and receive member discounts on items ranging from travel to books! Through the alumni website, graduates are able to apply for an alumni membership card, check out alumni benefits, provide class notes and stay connected to Keiser University. Graduates also have the ability to order a duplicate diploma directly from the alumni website. Website: <http://alumni.keiseruniversity.edu>

## Counseling

Counseling is available to all students for career and academic reasons. Counseling is sincere, friendly and always confidential. The University maintains contacts with various community organizations and agencies to help meet students' personal needs. Please contact the Director of Student Services for additional information. Reverend Dr. Louise Morley, Keiser University's Ombudsman, can be reached toll free at 1-866-549-9550.

## Housing

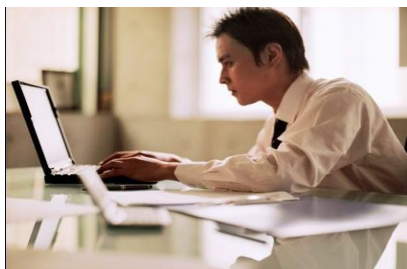
The University provides information about local apartments and rental opportunities for students interested in living near campus. Students should first contact their campus Admissions Department. All University campuses are located along major traffic arteries to allow easy commuting for students.

## Health Insurance

Student health insurance is available through independent providers. Students in allied health fields who are required to complete clinical rotations for academic coursework need health insurance coverage prior to participating in this part of the curriculum.

## Graduation

Keiser University commencement ceremonies are held annually. Students are eligible to participate if they satisfactorily complete academic requirements for the program in which they are enrolled at least one term prior to the commencement ceremony. In order to graduate from Keiser University and participate in commencement exercises, students are required to meet with the Department of Student Services to complete a graduation application, request participation in the ceremony, and complete all required institutional and departmental exit interviews.



# DISTANCE LEARNING

## Objectives

Keiser University understands and supports the educational needs of adult learners. Toward that end, many Keiser University programs are offered online.

It is important to understand what online classes are and what they are not. On-line classes are not easy substitutes for on-campus classes. In fact, students find online classes as rigorous and demanding as on-campus classes. Students are expected to attend their virtual classrooms three times per week. All attendance is monitored. Times are flexible and dictated by students' personal schedules; nonetheless, their presence is required and recorded and counts toward final grades.

An online student is expected to be computer literate and familiar with the Internet. An orientation course is available to help students improve these skills.

An online class is convenient and flexible. It allows students to work on assignments and participate in class discussions as their schedules permit within reasonable timeframes. Learning is achieved through individual inquiry, collaborative processes (student/student and student/faculty), and personal synthesis of ideas into an understanding of the topic. Outcomes are determined by qualitative analysis of student input, research, scholarly writing, subjective and objective tests, group and individual projects and case studies.

## Admissions Requirements for Enrollment in Online Learning

Admissions requirements for distance learning programs are the same as admissions requirements for on-campus programs.

## Faculty/Student Interaction

Given the unique nature of online learning, faculty/student interaction is critical for success. Online classes offer several opportunities for interaction, both faculty/student and student/student interaction. Some methods of interaction include online lectures, e-mail, document sharing, threaded discussions and interactive synchronized (audio/visual) chat discussion areas. Students are required to log in and participate in an online class three times per week. Faculty members review, respond and reply to students within a 24-hour time period. More traditional methods of contact are also available, including phone (toll free for those out of area), fax and office visits when feasible.

## Facilities and Equipment

Keiser University has computers available with Internet access for student use at campuses throughout Florida. The University provides technical services and training through its online platform. Personal desk top or lap top computer with internet access is required for students in online programs. Students are required to have Microsoft office for all online classes.

## Student Services

Student services are provided three ways: electronically, telephonically or in person. Adequate personnel are provided by the University to meet student service needs. Distance education students receive the same services as on-campus students. (See the [Student Services](#) section elsewhere in this catalog for services provided.)

## Academic Advising

Students are assigned a faculty member to provide academic advising. To encourage successful completion of a program, staff members' e-mail addresses are available to assist with academic concerns. Keiser University's distance learning activities are a one-on-one activity. Faculty members

provide appropriate tutoring based on individual needs. Each faculty member can be contacted 24 hours per day, 7 days per week via his or her e-mail account. Response time per student request is within twenty-four (24) hours. If a student needs help in understanding electronic platforms or utilization of the University's website, 24 hours per day, 7 days per week service is provided by the Help Desk, which is available by telephone (toll free or via e-mail).

## Testing

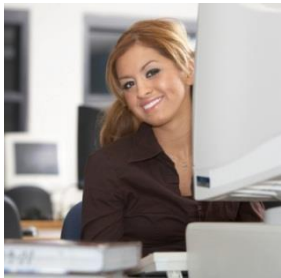
Keiser University's technical and academic programs provide for a variety of testing services. Tests are provided online through the University's distance learning platform. A variety of tests can be administered electronically, telephonically or in person if practical. In certain cases, students may be assigned to local test centers where local proctors or professional test sites have been secured.

## Delivery of Books

The University's Bookstore is online for professional use. Books can be ordered via bookstore website or in person at the online bookstore in Ft. Lauderdale. If a student plans to visit a campus to obtain his/her textbooks, he/she should call prior to a visit to confirm that online classroom books are available. Once ordered, books are delivered via UPS in five to seven business days. Online orders should be placed no more than three weeks prior to class start to ensure proper materials for online classroom activities and correct book editions are purchased.

## Learning Resources

Keiser University's Library is a university wide "system library" with a branch located at each brick and mortar campus as well as an electronic collection of resources; all of which serve both online and on campus students and faculty. The library holds membership in a plethora of specialized state and private library consortia, and is a participant in the online Ask-A-Librarian program. The library's collections are curated and managed by a team of more than 25 professional librarians each of whom holds a master of library science degree from an American Library Association Accredited institution. The library's combined collections currently total well over 120,000 titles and continue to expand. In addition the library provides access to over 80 electronic database resources, e-books and dozens of specialized subject related links. The main library is open more than 75 hours per week. Training in the utilization of the library's general and specialized resources is provided through online videos, and presentations that are located on the library's website as well as by telephone, e-mail, and in person. The library publishes tip sheets and subject pathfinders and makes them freely available for each of the various programs of study offered at the university. Training sessions are provided to students early in their programs of study and the library prides itself on making such training available upon demand in a variety of different formats.



# ADMINISTRATIVE POLICIES AND PROCEDURES

## General Information

Keiser University policies have been formulated in the best interests of students and the University. The provisions of this catalog should not be considered an irrevocable contract between a student and the University.

Changes in University policy are rarely made during a school year since plans for each session are made well in advance. However, Keiser University reserves the right to change provisions or requirements, including fees, contained in its catalog at any time and without notice. The University further reserves the right to require a student to withdraw at any time under appropriate procedures. Keiser University reserves the right to impose probation on any student whose conduct, attendance or academic standing is unsatisfactory. Any admission based upon false statements or documents is void, and a student may be dismissed on such grounds. In such cases, a student may not be entitled to credit for work which he/she may have completed at the University.

Admission of a student to Keiser University for an academic term does not imply or otherwise guarantee that the student will be re-enrolled for any succeeding academic period. The University also reserves the right to cancel any classes which do not have a minimum number of students enrolled. Keiser University's primary objective is to help its students meet their career goals. Occasionally, students have concerns or problems that need to be addressed. Students can confidentially discuss their problems at any time with their instructors, the Student Services Department or any staff member. Additionally, the Campus President and Associate Vice Chancellor of Academic Affairs for Graduate Education maintain an open-door policy regarding any student concern or problem.

## Effective Catalog Date

Students enrolled in a program which has been modified effective with the publication of this catalog or any addenda thereto may continue under the previously published catalog if appropriate courses are still available. Any student who has been out more than one semester must re-enroll under the most recent catalog/addendum. Keiser University reserves the right to make appropriate changes to curriculum, program and graduation requirements.

## Official Communication with Students

The University-assigned email account shall serve as the official means of communication with all students. Examples of such communication include, but are not limited to: notifications from the University, Campus, Program, Library, Financial Aid Department, Academic Affairs Department and Student Services Department. Course information (class materials, assignments, questions and instructor feedback) may also be provided through the Keiser University student email account.

Students are required to activate their University email account upon enrollment and are responsible to routinely check for updates.

## Bursar's Office

Keiser University provides a Bursar's Office to accept student payments of tuition and fees as well as to answer basic questions about payments, fees and student accounts. The Bursar's office hours are posted outside the office.

## University Bookstore

Keiser University maintains a bookstore on each campus. Typically, the bookstore exists to furnish students with necessary books, supplies and equipment. Bookstore hours are posted at each campus.

## Fire Precautions

Students should take particular note of exit signs in each building. They should also familiarize themselves with the appropriate evacuation route posted for each room. In the event of an emergency:

1. Leave the building by the nearest exit in an orderly fashion, following the directions of the fire marshals (where relevant). Do not use elevators.
2. Stand at a safe distance from the building.
3. Do not re-enter the building until directed to do so by University administration.

## Campus Safety

Keiser University maintains open, well-lit buildings with appropriately well-lit parking areas. Any and all incidents including damage to personal property or suspicious persons should be reported promptly to University administration.

“Nothing herein precludes any student, staff or faculty from contacting the appropriate authorities directly in the event they feel in threat of physical harm or imminent danger. In cases of emergency, dial 911.”

### Annual Security Report

In compliance with the 34 CFR 668.41 and 34 CFR 668.46 2008 federal regulation amendments, the following is the electronic address at which Keiser University’s Annual Security Report is posted: <http://www.keiseruniversity.edu/safety-and-security/>

The Annual Security Report contains crime statistics and describes institutional security policies. Upon request the institution will provide a hard copy of the report.

### Parking

Since Keiser University is primarily a commuter's university, parking and traffic regulations must be maintained for the protection of all. Students must park in authorized spaces. Students must not park in areas designated for the handicapped (unless possessing the appropriate licensure), on sidewalks or in "no parking" areas. Violators are subject to having their vehicle towed without prior warning or formal notification. Students must obtain and affix a valid parking permit decal to all cars parked at Keiser University. Additional permit decals may be obtained from the Student Services Department.

## Student Code of Conduct

### *ACADEMIC HONESTY AND PROFESSIONAL BEHAVIOR*

#### *Academic Honesty Policy*

The University can best function and accomplish its mission in an atmosphere of high ethical standards. As such, the University expects students to observe all accepted principles of academic honesty. Academic honesty in the advancement of knowledge requires that students respect the integrity of one another’s work and recognize the importance of acknowledging and safeguarding the validity of intellectual property. Students are expected to maintain complete honesty and integrity in all academic work attempted while enrolled at the University. Academic dishonesty is a serious violation of the trust upon which an academic community depends. There are different forms of academic dishonesty including, but not limited to, the following:

#### *Acquiring or Providing Information Dishonestly*

Using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment

where collaboration is not allowed; obtaining an examination prior to its administration; altering graded work and submitting it for re-grading; allowing another person to do one's work and submitting it as one's own; or undertaking any activity intended to obtain an unfair advantage over other students.

### *Plagiarism*

Plagiarism is the deliberate or unintentional use of another's words or ideas without proper citation for which the student claims authorship. It is a policy of Keiser University that students assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by an instructor of a course. Plagiarism, because it is a form of theft and dishonesty that interferes with the goals of education, must carry severe penalties. Keiser University understands that in some cases students commit acts of plagiarism due to carelessness, ignorance, inexperience and unfamiliarity with academic environment and APA standards, or a general lack of understanding or knowledge of the concepts of academic integrity; offenses of this type are characterized as level one. Offenses characterized by being more serious in nature and affecting a larger portion of the work submitted are considered level two offenses. Level one and level two plagiarism offenses carry penalties appropriate to the level of offense.

### *Conspiracy*

Agreeing with one or more persons to commit any act of academic dishonesty.

### *Fraudulent Behavior*

Fraudulent behavior includes sharing one's confidential login information with another person, which can also be an instance of misrepresenting oneself. In addition, allowing another student to participate in class assignments under your name and submitting work under another student's name constitute violations of academic integrity.

### *Fabrication of Information*

Falsifying or inventing any information, citation, or data; using improper methods of collecting or generating data and presenting them as legitimate; misrepresenting oneself or one's status in the University; perpetrating hoaxes unbecoming to students in good standing or potentially damaging to the University's reputation or that of the members of its academic community of students and scholars.

### *Multiple Submissions*

Submitting the same work for credit in two different courses without the instructor's permission. Students may not submit the same work completed for one course in any other course, earning credit for the same work each time.

### *Facilitating Academic Dishonesty*

Aiding another person in an act that violates the standards of academic honesty; allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of course, departmental, or University academic honesty policies; providing false information in connection with any academic honesty inquiry.

### *Abuse or Denying Others Access to Information or Resource Materials*

Any act that maliciously hinders the use of or access to library or course materials; the removing of pages from books or journals or reserve materials; the removal of books from libraries without formally checking out the items; the intentional hiding of library materials; the refusal to return reserve readings to the library; or obstructing or interfering with another student's academic work. All of these acts are dishonest and harmful to the community.

### *Falsifying Records and Official Documents*

Forging signatures or falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, letters of permission, or any other official University document.

### *Clinical Misconduct (if applicable to major)*

Dishonesty in the clinical setting includes, but is not limited to: misrepresenting completion of clinical hours or assignments; falsification of patient records; fabrication of patient experiences; failure to report omission of, or error in, assessments, treatments or medications; and appropriation/stealing of facility, client, staff, visitor, and/or student property.

### *Disclosure of Confidential Information (if applicable to major)*

A high, responsible standard of conduct and professionalism is expected from each student. Students are personally accountable for the way in which patient information and other confidential information in clinical facilities is utilized. Confidential information is never to be discussed with anyone other than those directly involved in the care of the patient or in the legitimate use of other confidential agency information. Those having access to patient, salary, or associate information should never browse such information out of "curiosity." It is to be used and accessed only for legitimate, clinical/learning purposes.

A breach in confidentiality which involves discussing and/or releasing confidential patient or facility information, or obtaining unauthorized system access, will lead to disciplinary action from Keiser University.

Each student must seriously evaluate his/her daily use of confidential patient or facility information to assure its proper use. When in doubt, students should seek clarification or direction from their immediate supervisor.

### *Sanctions for Violating the Academic Honesty Policy*

After determining that the student has violated the Academic Honesty Policy, the instructor may impose one or more of the following sanctions (please note: separate sanctions apply to Plagiarism as described above).

#### **The penalties are as follows:**

##### Academic Integrity Violation:

- The student must revise and resubmit the assignment for a lower grade.
- The student is given an additional assignment (i.e., an essay on academic integrity).
- The student is required to take part in an ethics/academic integrity workshop.
- The first occurrence results in an automatic "F" for that assignment.
- The second occurrence results in an automatic "F" for the course.
- The third occurrence may result in an automatic dismissal from the University.

##### Plagiarized assignments

- The first occurrence of a student turning in plagiarized assignment results in an automatic "F" for the course.
- The second occurrence of a student turning in plagiarized assignment may result in an automatic dismissal from the University.

All progressive disciplinary measures described above are cumulative throughout the program and not limited to occurrences within a specific course or term. Students who have been dismissed may reapply to Keiser University after remaining out of school for one full semester and advising from the program chair.

Keiser University believes strongly that each student against whom the University is forced to take action has a right to procedural due process where the student has notice and an opportunity to be heard. If the administration has to take disciplinary measures against a student or other action related to the student, the student may appeal the decision to the Grievance Committee. The procedures for the grievance are found in the Keiser University catalog.

# Professional Behavior Policy

The University has established a set of professional behaviors which will help students develop their knowledge and skills for entry-level positions in their fields:

- Adhere to University policies and procedures as outlined in the University catalog.
- Adhere to policies and procedures of the clinical education site where assigned.
- Arrive to class and clinical sites on time; punctuality is a demonstration of professional behavior.
- Demonstrate responsibility and accountability in all aspects of the educational process.
- Demonstrate appropriate communication, interaction and behavior toward other students, faculty and clinical staff.
- Respect the learning environment regarding visitors. Visitors may not attend class or the clinical education site. This includes children, spouses, parents, friends, animals or any other visitor.

Students should demonstrate appropriate communication, interaction and behavior toward other students and faculty. Ideas and opinions should be communicated in a respectful manner. No shouting or rude, vulgar language is to be used. If a student demonstrates inappropriate professional behavior, the student may receive a written behavior warning or be placed on probation depending on the severity of the action (see Behavior Probation Statement). The program reserves the right to withdraw the student at any time if the inappropriate behavior is judged extreme as determined by the program director or the Associate Vice Chancellor of Academic Affairs for Graduate Education.

## *Behavior Probation Statement*

Students who do not maintain satisfactory behavior, both academically and clinically, may be placed on probation. The term of probation will become effective in the semester the student is currently enrolled in, and remain in place for the remainder of the following semester. At the completion of the following semester, the program director, chair or dean will assess the student's progress and determine whether to remove the student from probation or to extend the term of probation. Failure to meet the terms of probation as outlined in a student action plan will result in dismissal from the program. If additional unsatisfactory behavior should occur during the remainder of the program, the student will be dismissed from the program and the University, and will be ineligible for re-entry to the University.

## *Anti-Hazing Policy*

Hazing is any conduct or initiation into any organization that willfully or recklessly endangers the physical or mental health of any person. Imposition or use of hazing in any form of initiation or at any time is strictly prohibited. Violation of this policy will result in disciplinary actions against the violator that will include counseling and possible expulsion from the University.

## *Conflict Resolution*

Students are encouraged to first discuss any concerns with their instructor. If the concern is not resolved, they should speak to their program director. Subsequent levels are the academic dean or Associate Vice Chancellor of Academic Affairs for Graduate Education and the campus president. Chain of command should *always* be utilized for prompt resolution. Keiser University does however maintain an open door policy.

## *Steps in Student Complaint Process*

NOTE: This process governs situations in which:

- Students have issues with their instructor regarding the grading of an assignment; or
- Students have personal issues with their instructor and/or the conduct of the class



**Step 1:** Student MUST first attempt to resolve the issue with the instructor.

All correspondence should be conducted in writing via Keiser University e-mail.

**Step 2:** If student, for personal reasons, feels they cannot approach the instructor, **OR** if the student is dissatisfied with the resolution by the instructor in Step 1, the student can appeal to the department chair. If a student wishes to protest a grade, the student agrees to accept the grade of the new reviewer. All correspondence will be communicated in writing via Keiser University e-mail with the understanding that the Instructor may be copied on ALL communication between the student and the department chair.

**Step 3:** Student Appeal: If student is dissatisfied with the resolution by the department chair, the student can appeal to the dean. This appeal must be communicated in writing via Keiser University e-mail with the understanding that the department chair AND the instructor may be copied on ALL communication between the student and the dean. The department chair, dean and Associate Vice Chancellor reserve the right to withhold communication with the instructor due to special circumstances.

The Associate Vice Chancellor's decision is FINAL and will be communicated to the student, the department chair and the instructor in writing via Keiser University email.

### *Advisor Notification*

Advisors may also be copied on all correspondence.

If a student starts the complaint process through their advisor, the advisor will re-route the complaint to the appropriate department chair, and a copy of the correspondence may also be sent to the course instructor.

### *Student Disciplinary Procedures*

If a student violates Keiser University's Standards of Conduct in a classroom, the first level of discipline lies with the faculty member. If a situation demands further action, the Associate Vice Chancellor of Academic Affairs for Graduate Education is responsible. In the absence of the Associate Vice Chancellor, the campus president determines disciplinary action. If a student has a serious objection to the disciplinary action imposed, the student has the right to use the grievance process as outlined in the Keiser University catalog.

When a student violates Keiser University's Standards of Conduct outside the classroom but on campus, the Associate Vice Chancellor of Academic Affairs for Graduate Education is the first level of discipline. The next level is the campus president. If a student is dissatisfied with the disciplinary action imposed, the student has the right to use the grievance process as outlined in the Keiser University catalog.

### *Academic and Administrative Dismissal*

A student may be dismissed from Keiser University for disregarding administrative policies. Causes for dismissal include, but are not limited to, the following:

- Failure to meet minimum educational standards established by the program in which the student is enrolled.
- Failure to meet student responsibilities including, but not limited to:
  - meeting of deadlines for academic work and tuition payments;
  - provision of documentation, corrections and/or new information as requested;
  - notification of any information that has changed since the student's initial application;
  - purchase or otherwise furnish required supplies;

- maintenance of University property in a manner that does not destroy or harm it;
  - return of library books in a timely manner and payment of any fines that may be imposed;
  - obtaining required education and financial clearance prior to graduation and to comply with all parking regulations;
  - continued inappropriate personal appearance;
  - continued unsatisfactory attendance;
  - non-payment for services provided by the University;
  - failure to comply with policies and procedures listed in the current University catalog; or
  - conduct prejudicial to the class, program or University.
- Specific behaviors that may be cause for dismissal include, but are not limited to:
    - willful destruction or defacement of University or student property;
    - theft of student or University property;
    - improper or illegal conduct, including hazing, sexual harassment, etc.;
    - use, possession, and/or distribution of alcoholic beverages, illegal drugs, and/or paraphernalia on campus;
    - being under the influence of alcoholic beverages or illegal drugs while on campus;
    - cheating, plagiarism, and/or infractions of the University's Student Conduct Policies;
    - any behavior which distracts other students and disrupts routine classroom activities;
    - use of abusive language, including verbalization or gestures of an obscene nature; or
    - threatening or causing physical harm to students, faculty, staff or others on campus or while students are engaged in off-site learning experiences.

## Standards of Appearance

Proper professional dress and appearance create the first impression upon which an employer evaluates a candidate and, therefore, professional dress and appearance are expected at the University. Each student must maintain proper personal appearance and wear approved dress.

## Grievance Procedures

Keiser University believes strongly that every student has a right to procedural due process in which a student received appropriate notice and is provided the opportunity to be heard. If the administration has to take disciplinary measures or other administrative actions related to student conduct, behavior, or academic policy violations, the student may appeal the decision to the Grievance Committee within the semester in which the policy was broken.

Students are encouraged to resolve problems through normal administrative channels. A petition for a grievance hearing must be made in writing and submitted to the Campus Director of Student Services.

The grievance is then scheduled to be heard before the Committee. The Grievance Committee meets at 1:30 p.m. on a Tuesday when a grievance is to be heard.

The voting members of the Grievance Committee consist of two (2) faculty members, two (2) staff members, and one (1) student. The voting members of the Committee are non-biased participants.

The Director of Student Services is the facilitator/moderator of the grievance hearing and a nonvoting member of the proceedings. The Committee will hear evidence, ask questions, review the catalog/handbook policies, deliberate and render an advisory ruling that, upon approval by the Office of the Chancellor, will become binding upon the administration as well as the student who filed the grievance.

The State of Florida may be contacted at: Florida Department of Education, Division of Colleges and Universities, 325 W. Gaines St., Tallahassee, FL 32399; telephone (850) 245-0505, in the event a student has a grievance that may involve a higher agency involvement.

Students that are not satisfied with the outcome of the Institution's process may contact the Department of Education, Office of Articulation at [articulation@fldoe.org](mailto:articulation@fldoe.org) or 850-247-0427.

Out-of-state distance education students participating under SARA (State Authorization Reciprocity Agreement), who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the FL-SARA PRDEC Council. For additional information on the complaint process, please visit the FL-SARA Complaint Process page at <http://www.fldoe.org/sara/complaint-process.stml>

Keiser University students residing in California that wish to file a complaint may do so through the grievance procedures above, or by contacting the California Department of Consumer Affairs at 833-942-1120 or [dca@sca.ca.gov](mailto:dca@sca.ca.gov)

## Drug Policy

Keiser University is in compliance with Federal government regulations for a Drug Free Workplace for both students and employees. Any student or employee caught in possession, use, or distribution of any illegal substances or paraphernalia may be dismissed and/or referred to an appropriate agency for arrest.

Section 5301 of the Anti-Drug Abuse Act of 1988 states that if a person is convicted of drug distribution or possession, a court may suspend his/her eligibility for Title IV financial aid. If he/she is convicted three or more times for drug distribution, he/she may become permanently ineligible to receive Title IV financial assistance.

The institution discloses under CFR 86.100 information related to Keiser University's drug prevention program. The Consumer Information located on Keiser University's website provides a description of this program and a security report.

## Medical Marijuana Policy

Keiser University prohibits the possession and use of marijuana on all of its campuses, including university housing. Marijuana is not permitted on campus because it remains a drug prohibited by Federal law. Federal legislation also prohibits any institution of higher education that receives federal funding from allowing the possession and use of marijuana on campus.

The university continues to enforce its current policies regarding illegal substances or paraphernalia. Students who violate the university's drug policy prohibiting the use or possession of illegal substances or paraphernalia, including medical marijuana on campus, can be subjected to disciplinary action as expressed in the institutional catalog.

## Firearms Policy

Certified Florida law enforcement officers and assigned licensed and uniformed security officers are the only people permitted to possess a gun or weapon of any kind on any Keiser University campus. Any other possession of a weapon of any kind for any reason by anyone on a Keiser University campus is strictly prohibited. The above stated policy provides an exception only in the case of Keiser University students who are certified Florida law enforcement officers currently employed by a recognized Florida law enforcement agency. There are no other exceptions to this policy.

## Arbitration Clause for Keiser University

As stated on the Keiser University [Graduate School Application](#), it is agreed that, in the event the parties to the enrollment agreement are unable to amicably resolve any dispute, claim or controversy arising out of or relating to the agreement, or if a claim is made by either against the other or any agent or affiliate of the other, the dispute, claim or controversy shall be resolved by binding arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules. If this chosen forum or method of arbitration is unavailable, or for any reason cannot be followed, a court having jurisdiction hereunder may appoint one or more arbitrators or an umpire pursuant to section 682.04, F.S. Each party shall have the right to be represented by an attorney at any arbitration proceeding. The expenses and fees of the arbitrator(s) incurred in the conduct of the arbitration shall be split evenly between the parties to the arbitration. However, if Keiser University prevails in the arbitration proceeding, Keiser University will be entitled to any reasonable attorney's fees incurred in the defense of the student claim. The venue for any proceeding relating to arbitration of claims shall be in the county wherein the institution is located. This agreement cannot be modified, except in writing by the parties.

## Intellectual Property Policy

Keiser University defines intellectual property as a product of the intellect that has commercial value, including copyrighted property such as literary or artistic works, and ideational property, such as patents, software, appellations of origin, business methods and industrial processes.

Any intellectual property developed as a direct result of regular duties of faculty members, staff members or students, or developed by a faculty member, staff member or a student as a result of research done in connection with regular duties or assignments, is the exclusive property of the University. Such property is the exclusive property of an employee if no University funds, space, facilities or time of faculty members, staff members or students were involved in the development.

Software development by faculty members, staff members or students as part of normal duties or assignments is considered "work-for-hire" and is property of the University. Courseware (syllabi, lecture notes, class handouts and other such materials) whether in paper or web formats are property of the University.

All work completed or submitted toward fulfillment of course requirements by students is the property of Keiser University. Keiser University reserves the right to utilize any work so submitted in any way it believes appropriate.

## Privacy of Student Records

Policies and procedures concerning the privacy of student records maintained by Keiser University and its faculty and staff are governed by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380). Student records are maintained by campus Registrar's Office (academic records), Financial Services Department (financial aid records) and Bursar's Office (accounts receivable records).

Student records are maintained by the University in permanent files. Under Section 438 of the General Provision Act (Title IV of Public Law 90-247), students age 18 or over have access to their

personal record files kept by the University. The Registrar maintains a log with dates the records were checked out and used by other departments.

All authorized University personnel have access to student records for official purposes. A student (or in some cases eligible parents) is given access to his/her record within a reasonable time after submitting a written request to the custodian in possession of that record (Registrar, Financial Services or Bursar). If the content of any record is believed to be in error, inaccurate, discriminatory, misleading or in violation of student rights or otherwise inappropriate, it may be challenged and a written explanation included in the record. A student's right to due process allows for a hearing, which may be held at a reasonable time and place at which time evidence may be presented to support the challenge.

Student information is released to persons, agencies or legal authorities as required by subpoena/legal process or by consent of a student (or eligible parent). Information is released on a consent basis in cases where a student or eligible parent has provided a written consent, signed, dated and specifying the information to be released and name (s) of persons to whom the information is to be released.

The Family Educational Rights and Privacy Act (FERPA), requires that the University, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. Directory information is considered public and may be released without written consent unless specifically prohibited by the student concerned. Data defined as directory information includes: student name, major field of study, student participation in officially recognized activities, dates of attendance, enrollment status (full-, half-, part-time; undergraduate or graduate), degrees and awards received, and the most recent educational agency or institution the student has attended. Students wishing to opt out must provide a formal written request to the registrar at their campus

## Keiser University Transcripts

A request for a Keiser University transcript must be in writing, signed by the student and requested a minimum of two (2) weeks before a transcript is required. The full address of the person/place to which the transcript is to be sent must be included. An official transcript bearing the University seal will be forwarded directly to other colleges, to prospective employers, or to other agencies at the request of a student. Typically, colleges only consider a transcript "official" if forwarded directly from the sending institution. Students may also obtain unofficial copies of their transcripts at the Campus Records office. There is no charge for the student's first transcript request. All other transcripts will require a fee of \$5.00 to be paid with an application. (NOTE: All financial obligations to the University must be paid before transcripts and diplomas are released).

## Sexual Harassment

Keiser University actively supports a policy on sexual harassment which includes a commitment to creating and maintaining a community in which students, faculty, and administrative-academic staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Specifically, every member of the University community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by University policy. It is the intention of the University to take whatever action may be needed to prevent, correct, and, if necessary, discipline behavior which violates this policy.

## Title IX Compliance

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sexual orientation in education programs or activities which receive Federal financial assistance. Keiser University not only complies with the letter of Title IX's requirements but also endorses the law's intent and spirit. The University is committed to compliance in all areas addressed by Title IX,

including access to higher education, career education, math and science, standardized testing, athletics, education for pregnant and parenting students, learning environment, and technology, as well as sexual harassment.

All University students are responsible to make certain that sexual discrimination, sexual violence or sexual harassment does not occur. If you feel that you have experienced or witnessed sexual harassment or sexual violence, you should notify either of the Title IX Coordinators designated below. Keiser University forbids retaliation against anyone for reporting harassment, assisting in making a harassment complaint, or cooperating in a harassment investigation, it is also a violation of Federal law. Additional details on this policy can be found at the following link <http://www.keiseruniversity.edu/safety-and-security/> under the heading "Title IX Resources". A copy of the primary prevention and awareness program is also available at the above link under the heading "Primary Prevention & Awareness Program".

### Title IX Coordinators:

Brandon Biederman, Associate Vice Chancellor of Compliance  
Dr. Michelle Morgan, Associate Vice Chancellor of Regional Operations  
1900 W. Commercial Boulevard, Fort Lauderdale, FL 33309, 954-776-4476

### Title IX Responsible Employees:

Campus Response Team (CRT) members are Title IX responsible employees. CRT members are identified by their CRT lanyard, and the hand-held radio that they carry.

## ACADEMIC POLICIES

### Credit Hours

The "Academic Credit Hour" is the basic Keiser University unit by which earned educational credits are measured and recorded on students' records. This unit is utilized for determining the value of academic courses by virtue of the quantity of academic work and time allocated to each course as programmatic components which cumulatively measure a student's academic progression and degree completion.

Credit for Keiser University courses is calculated on a semester credit hour basis. Using actual contact hours, clock hours are converted to semester credit hours using the following general formulas; however, variations may take place if warranted by virtue of student learning outcomes having been satisfied.

15 lecture clock hours = 1 semester credit hour

30 laboratory clock hours = 1 semester credit hour

45 extern/clinical clock hours = 1 semester credit hour

Implicit in the above allocation is that two to three times the amount of clock hours devoted to classroom instruction are required of students engaged in related and supplemental out-of-class styled learning activities.

### Guidelines for Graduate Study

Hybrid courses combine online and on ground classes, meeting a minimum of four times for 25 hours of face to face contact (a minimum of 51% of total contact hours) for a course with 3 semester credit hours. Hybrid courses are considered as in-residence courses.

### University Hours

The University is in session throughout the year, with the exception of holidays and vacations listed in the Academic Calendar. Please check with the Associate Vice Chancellor of Academic

Affairs for Graduate Education for other schedules that may be specific to a Keiser University campus.

## Special Tutoring

Keiser University instructors are available for special tutoring and make-up work outside normal class hours. Instructors are also available by appointment to provide demonstrations, answer questions and conduct reviews. Computers and other equipment are available for students to use outside class hours. Students who desire special assistance are urged to take advantage of this help which is offered at no extra cost.

## Academic Advising

All students are assigned an academic advisor. Keiser University's faculty and administration are dedicated to meeting student needs and attend to each student's academic needs in a professional and caring manner.

## Library System

Keiser University's Library provides a combined collection of well over 118,000 volumes. Each of the library's 15 campus facilities provides a pleasant, well-appointed learning environment including physical collections of materials, study space, relaxation space and computers to access all information available through the library's database resources.

The Library belongs to several state-supported multi-type library consortia as well as LIRN (The Library Information Resource Network) which is a consortium of private institutional libraries with the purpose of providing quality affordable database information resources. Together, these consortia memberships are a major advantage to all Keiser University students because they increase the number and types of educational resources that can be accessed and they reduce the cost of providing such resources.

The Main Library is open 75 hours per week, from 7:30 a.m. to 9:30 p.m. Monday through Thursday Fridays 7:30am to 6:00pm, and Saturday 8:00am to 5:00pm. All Keiser University Libraries are staffed by a professional librarian holding an American Library Association Accredited Master of Library Science degree (ALA/MLS) with several campus libraries having more than one library staff member with the ALA/MLS degree. In order to guarantee that, beyond the physical Library hours, all patrons can access library resources and the service of a professional librarian the library participates in and provides an online link to the web-based "Ask A Librarian" service that is available 24 hours a day from its webpage where students may access the Library's collections, reading lists, or inter-library loan service as well as the 80+ different web-based research databases to which the library subscribes.

The library also provides a variety of library training opportunities to assist students in the utilization of the library resources. Library training in one form or another is available at any time. Self-paced, web-based training video and PowerPoint tutorials are embedded directly into the Library's web-based catalog which may be accessed from any Internet connection. Subject-specific classroom presentations conducted by a professional librarian are available at the request of instructors, and individual instruction by a professional librarian either in person or by telephone is available to anyone upon request during regular Library hours.

All of the library's collections are professionally managed by a team of American Library Association-accredited librarians with Master of Library Science degrees working individually and in concert to provide the highest possible level of library service. The Library aims to tailor library resources and services to specific educational, research and public service needs; and to offer these resources and services through a variety of delivery methods to meet the needs of campus-based as well as web-based and distance learners. THE WRITING STUDIO

The mission of the Graduate Online Graduate Online Writing Studio(GROWS) at Keiser University is to enhance student learning by providing an instructional resource to students, faculty, and staff for developing academic and professional communication skills. This student-friendly, hands-on atmosphere provides Keiser University community members the opportunity to discuss individual writing concerns with trained writing consultants.

The Graduate Online Writing Studio is dedicated to assisting writers at every stage of the writing process. By engaging writers in discussions about their works-in-progress, the Graduate Online Writing Studio helps develop better writers, who, in turn, create better writings.

The Graduate Online Writing Studio provides students with value-added learning experiences that increase their chances for success as competent writers in their chosen professions. To accomplish this, writing consultants offer face-to-face and online writing consultations, group workshops and classroom presentations, online and hard copy resources and campus outreach programs.

## Average Class Size

Keiser University is proud of its small classes and individualized attention. Although class size will obviously vary, Keiser University monitors class size to ensure that program objectives are met.

## Field Trips

Instructors may take students on field trips at appropriate times during a course. Field trips are designed to supplement curriculum and to introduce students to situations that cannot be reproduced in a classroom. Students are notified in advance of any field trips.

## Guest Lecturers

Keiser University feels that students' education is enhanced by speakers from the business and professional world that graduates will enter. Guest lecturers are invited to speak to students on a variety of related subjects.

## Schedule Changes

Students who register for a class that is canceled or have scheduling errors are given schedule change assistance by the Advisor, Department Chair or the Associate Vice Chancellor of Academic Affairs for Graduate Education. Dates and times for schedule changes are posted as far in advance as possible.

## Honor Code

Enrollment in Keiser University and the completion of the enrollment agreement represents a student's pledge to respect the rights and property of the University and fellow students and to adhere to general principles of academic honesty.

## Leave of Absence Policy

To be eligible to apply for a leave of absence, a student must have completed one full semester at Keiser University, must be in good standing, academically eligible to return, and must fully plan to return to complete requirements for the degree. The student must submit a written request for the leave (with required documentation) to the Dean of Academic Affairs. Students must have approval from the Dean of Academic Affairs prior to the start of a leave of absence. An exception to this policy may be made for a student with a medical emergency (such as a car accident). This exception to the policy is considered only when a student expects to return to school within the maximum time frame for a leave of absence. A student may make a single request for a non-contiguous leave of absence when the request is for the same reason (such as a serious health problem requiring multiple treatments).

A leave of absence may be granted for a period not to exceed 120 days. Generally, students are limited to one leave of absence in any twelve-month period. However, a second leave of absence may be granted as long as the total number of days does not exceed 120 days in any twelve-month period.



Students requesting a leave of absence must submit acceptable documentation and sign the University's Change in Status forms. Acceptable reasons for a leave of absence or a second leave of absence within a twelve-month period may include but are not limited to: jury duty, military duty, natural disaster, personal, professional, and medical issues including circumstances such as those covered under the Family Medical and Leave Act of 1993 (FMLA).

A leave of absence is granted only when there is a reasonable expectation a student will return to school at the expiration of the leave of absence. Students taking an approved leave of absence do not incur any additional charges for the period of the approved leave. However, any student who fails to return to school at the end of an approved leave of absence is withdrawn from Keiser University and will be charged a re-entry fee when he/she re-enrolls.

If a student does not return to school at the expiration of an approved leave of absence, the student's last day of attendance is the date the student began the leave of absence, and charges and refund calculations are applied. All refund and cancellation policies are applied based on a student's last day of attendance. A major consequence of this for students who have received federal student loans is that most of a student's grace period may be exhausted and student loan repayment may begin immediately.

## University Withdrawal Policy

When a student withdraws from Keiser University, oral or written notice should be given to the Associate Vice Chancellor of Academic Affairs for Graduate Education by the student, parent or guardian. Such notice should contain the reason for the withdrawal.

Students have a responsibility to notify the University of their intent to withdraw and indicate the date of the withdrawal. If the student plans to return to school, this should be indicated to the Associate Vice Chancellor of Academic Affairs for Graduate Education during this process.

A student who withdraws and does not notify the University of their intent to return must be withdrawn within 14 days of the last date of attendance. In addition, any student who has not attended class within 14 days must be withdrawn.

The above policy will affect the student's grade based on the following:

Withdrawal prior to 50% completion of the course, a grade of W will be assigned.

Withdrawal after 50% completion of the course, a grade of WF will be assigned.

## Military Deployment Policy

Military students must provide a copy of orders to request a withdrawal from the institution for Military Duty. No academic penalty will be given for deployment. If the student is currently attending a class, the student has the option to complete the course with the approval of their faculty member and Associate Vice Chancellor. The student can request an "Incomplete" grade and will have 30 days to complete all course work. Extensions are possible given mitigating circumstances. Extension requests will be evaluated on a case-by-case basis.

If the student decides to withdraw from the class, a grade of "WM" will be earned and the class will be retaken upon return to the University. The "WM" grade will not affect the student's satisfactory academic progress (SAP) due to Military Deployment.

If the withdrawal is during the semester, no withdrawal fee will be charged. If the student was activated during a term, that term, and the remaining semester, will not incur any charges. Upon re-entry, admissions fees will be waived with copy of military orders. All other admissions and academics requirements will be applicable. Service members, Reservists, and Guard members will be readmitted to their program of study provided that SAP was being made prior to suspending their studies due to service obligations.

## Policy on Class Absences Due to Military Service

Students shall not be penalized for class absence due to unavoidable or legitimate required military obligations not to exceed two (2) weeks unless special permission is granted by the Associate Vice Chancellor. Absence due to short-term military duty in the National Guard or Active Reserve is recognized as an excused absence. To validate such an absence, the student must present evidence to the Associate Vice Chancellor's office. The Associate Vice Chancellor will then provide a letter of verification to the student's faculty for the term.

Students are not to be penalized if absent from an examination, lecture, laboratory, clinicals, or other class activity because of an excused military absence. However, students are fully responsible for all material presented during their absence, and faculty are required to provide opportunities, for students to make up examinations and other work missed because of an excused absence. The faculty member is responsible to provide reasonable alternate assignment(s), as applicable, and/or opportunities to make up exams, clinicals, or other course assignments that have an impact on the course grade. Faculty may require appropriate substitute assignments.

## Policy on Military Stipends

Students who are being funded by Chapter 31 Vocational Rehabilitation or Chapter 33 Post 9/11 G.I. Bill® benefits will be given the following options for any Title IV funds being used for living expenses:

1. The student can opt to have  $\frac{1}{4}$  of all Title IV funds being used for living expenses processed at the beginning of each term within the semester, once the student has posted attendance and the Title IV funds are processed and posted to the account.\*
2. The student can receive all Title IV funds once the student has posted attendance and met the 60% attendance requirement per DOE and, once the Title IV funds are processed and posted to the account.\*

\*Title IV funds are not automatically eligible funds and the student is required to sit for at least 60% of the semester for the Title IV loans to be eligible for retention. Pell Grant recipients must start each course within the semester. If the student fails to sit for all terms within the semester, an R2T4 calculation must be performed and any balance created by the student becoming ineligible for Title IV funds will be the responsibility of the STUDENT.

Funds will only be authorized for release once Title IV funds are processed and posted to the students account and after verification of an approved VA Form 28-1905 or a current Certificate of Eligibility (COE) to ensure student has Chapter 33 benefits to cover cost of attendance. Failure to provide approved VA documentation or non-posting of Title IV funds will result in stipend requests being denied. If student has no remaining entitlement, any financial aid will be disbursed (released) to student *after* institutional obligations are met.

### Process to request a stipend:

1. Military student completes a Military Stipends Policy Acknowledgement Form in writing and submits to the Bursar office
2. Bursar submits a work order to the Military Affairs Team and includes the following:
  - a. Completed Military Stipends Form
  - b. Student Name
  - c. Student ID
  - d. Dollar amount requested

3. The Military Affairs Team reviews request and determines if funding is forthcoming.
4. If release is determined, the approval amount will be processed internally and amount will be issued through Heartland. There will be no special checks administered.

### **VA Pending Payment Policy: Student Rights and Responsibilities**

In the event the Federal Government is delayed with tuition and fee payments to the institution, for those students using Post 9/11 G.I. Bill® (Chapter 33) or Vocational Rehabilitation & Employment (VR&E, Chapter 31) benefits, students will maintain access to continued enrollment and all University resources. These include but are not limited to the library, access to the Student Services department, class attendance, and/or other functions to assure the academic success of the student. Students will not incur any penalty or late fees due to VA pending payments, or be required to obtain additional funding to cover the cost of attendance.

All students using Chapter 33 benefits must provide a copy of their Certificate of Eligibility (COE) to the institution prior to the first day of class. All Veterans using Chapter 31 benefits must also provide a valid VA Form 28-1905 from their VRC prior to the first day of each semester.

Should the VA not provide a complete payment on the students' behalf, the student will be responsible for all remaining costs incurred while attending school. This could occur if the student has already received all of their approved benefits, as there would be no remaining entitlement.

## **Academic Re-Admittance Policy**

A student must apply for re-admittance to the University after voluntary or involuntary withdrawal. This policy also applies to students who have been on an approved leave of absence that extended beyond the date granted which results in automatic withdrawal. The re-admittance policy is as follows:

Students must obtain permission from the Associate Vice Chancellor of Academic Affairs for Graduate Education to re-enroll.

Students must obtain the Bursar's signature on the re-entry form indicating that all financial obligations to the University have been met. If a student has been out of school for more than one (1) semester, a re-entry fee of \$150 must be paid.

Students must contact a Financial Aid Administrator to re-apply for financial aid and set up a payment schedule.

If a student has been out of school for more than six (6) months, the student may no longer have the hands-on skills necessary for his/her respective program. The decision for re-admittance in this case is made by the Program Director/Coordinator. The Associate Vice Chancellor of Academic Affairs may grant approval for re-admittance if a student has been out of school for more than one (1) semester.

Students are re-enrolled under current tuition charges.

If students are re-admitted under academic financial aid warning, they are not eligible for Title IV funds until they have reestablished their eligibility. Therefore, they are responsible for any charges incurred during this period.

After obtaining required signatures on a re-entry form, a reentering student must return the form to the Admissions Department to be scheduled for classes.

There will be no opportunity for readmission after a second termination.

## **Disciplinary Re-Admittance Policy**

A student must apply for re-admittance to the University after being withdrawn for disciplinary reasons. The re-admittance policy is as follows:

1. Students re-entering are placed on one semester of disciplinary probation. If there are no violations of student rules and regulations during this period, at the conclusion of the probationary semester, students are removed from the probation.

## Add-Drop Period

Keiser University maintains an add/drop period during which students may change courses without academic penalty. Add/drops may occur only during the first three class days of a course. Students withdrawing from a course, but not replacing it with another, must be aware of how this affects full-time status, tuition charges and satisfactory academic progress.

## Academic Load

To be considered full-time, graduate students must carry a minimum load of six (6) credit hours per semester which is a normal academic load. Full-time doctoral candidate students must carry a minimum load of four (4) credit hours per semester while in dissertation courses.

Doctor of Chiropractic Medicine, Master of Science in Occupational Therapist, and Master of Science in Physician Assistant require students to carry a minimum load of twelve (12) credits per semester to obtain full-time status.

## Testing

A certain amount of classroom testing is necessary for each course. It is a Keiser University policy that each student completes the required evaluations according to the schedule required by the instructor in order to receive a passing grade. All examinations are announced in advance so students can prepare. Any examination not completed by the deadline set by an instructor may result in an automatic failure for that particular examination, unless specific arrangements are made with the instructor. Students who are given the opportunity by an instructor to make up an examination may only be able to receive a pass or fail grade for that examination. Final examinations are normally scheduled during regular class hours on the day of the last class meeting for the course.

**NOTE:** Veterans' Administration benefits and some Title IV funds may not cover the cost of repeating courses assigned a "C" grade. Students should speak with the Financial Services Department for further details.

## Grading Policy

Students are awarded letter grades for work undertaken at Keiser University. Academic work is evaluated and grades are assigned at the end of each term to indicate a student's level of performance. Criteria upon which a student's performance is evaluated are distributed to each student at the beginning of each course in the form of a course syllabus. Grades are based on the quality of a student's work as shown by recitation, written tests, class projects, presentations, research papers and homework/outside assignments. The meaning of the grade notations is as follows and is based on a 4.0 scale:

Letter	Interpretation	Numerical Value	Numeric
A	Excellent	4.0	90.00-
B	Good	3.0	80.00-
C	Average	2.0	70.00-
F	Failing	0.0	Up to
AU	Audit	Not Computed	
I	Incomplete	Not Computed*	
W	Withdrawal	Not Computed (prior to 50% completion)	

WF	Withdrawn past midpoint of course	0.0	
WM	Withdrawal/ Military Duty	Not Computed	
WNA	Withdrawal/No Attendance	Not Computed	
P	Pass	Not Computed	
T	Transfer Credit	Not Computed	
WCO	Withdrawal due to Covid-19*	Not Computed for Satisfactory Academic Progress	
Z	A grade of 'Z' indicates that the student recipient was making acceptable progress in the didactic portion of a course that involved a clinical component; however, for some reason, event, or course interruption beyond the control of Keiser University and involving no fault of the student, the course was not capable of being completed. The 'Z' indicates that the clinical, field placement, or externship was the portion of the course that was not completed; that clinical section will have to be completed before a final letter grade can be issued. This situation is usually associated with additional explanatory information that covers the make-up work or provides further directions to the students concerning course completion.		

\*The CARES Act authorizes the flexibility of institutions to exclude unearned credits from the quantitative measure of Satisfactory Academic Progress without appeal by the student, when withdrawal was COVID-19 related and the student was enrolled on March 13, 2020.

Grades are posted online at the end of each term. Students receiving an Incomplete in any subject must meet with their instructor to discuss satisfactory arrangements to fulfill course requirements. Course assignments for an Incomplete must be completed within four (4) weeks of the beginning of the next term. Exceptions to this policy must be approved by the Associate Vice Chancellor of Academic Affairs for Graduate Education. Failure to complete the work within this four-week time period will, without administrative approval, result in a failing grade.

Students receiving an Incomplete in the capstone pre-requisite course must successfully complete the pre-requisite within four weeks. Students who do not successfully complete the pre-requisite are immediately removed from the capstone course and enrolled back in the pre-requisite course.

Dissertation grades for Doctor of Philosophy degree programs, Credit (CR), In Progress (IP), and No Credit (NC) are awarded at the end of every dissertation course. In Progress grades are awarded if a doctoral candidate is within two weeks of completing dissertation course requirements. Exceptions to this policy must be approved by the Associate Vice Chancellor of Academic Affairs for Graduate Education.

Dissertation grades for Doctor of Business Administration degree programs, Credit (CR), In Progress (IP), and No Credit (NC) are awarded at the end of every dissertation course. In Progress grades are awarded in dissertation courses that are not complete within one term. In Progress grades will be changed to Credit or No Credit pending completion of course benchmarks within required time limits. Exceptions to this policy must be approved by the Associate Vice Chancellor of Academic Affairs for Graduate Education.

### *Dissertation Progress Policy*

Doctoral candidates must be enrolled in dissertation courses for three (3) semesters minimum. Candidates will be awarded 12 credit hours upon successful defense and completion of all

dissertation requirements. Candidates, who do not complete the dissertation requirements in four (4) semesters, will be enrolled in dissertation continuation courses.

### *Repeating Courses*

A course in which a final grade of "C" or less has been earned may be repeated for grade average purposes. Only the higher grade is used in computation of accumulative grade point average at Keiser University. However, students in the Master of Science in Physician Assistant program may not repeat courses in accordance with program policy.

A course in which a satisfactory final grade (e.g., "A" or "B") has been earned may not be repeated for grade average purposes. No courses may be repeated for grade average purposes after graduation and no courses can be attempted more than three times. All credits attempted are considered when calculating quantitative Satisfactory Academic Progress status. A student failing the first course of the academic program, as a general rule, will be required to retake that same course the next term, assuming its availability. This practice recognizes that the student should repeat the course while the material is relatively familiar and the student is in the best position to remediate the failing grade. If the student should receive a failing grade in the second attempt, the student will be academically dismissed and may apply for re-entry only after the applicant has been counseled by the Graduate School to determine the student's interest in and suitability for enrollment in a graduate program.

### *Non-performing Students*

Occasionally, a student who is admitted to the Graduate School will be evaluated as "non-performing". Such classifications are applicable to any students who do not login to courses, fail to complete or submit assignments, earn successive failing grades on course assignments, or fail to participate actively in the course activities. In such cases, it is the responsibility of the faculty member teaching the course to attempt to actively intervene in the situation through all possible means of communication in an effort to ascertain the reasons for the non-performance and in an effort to assist the student in salvaging the credit for the course and avoiding failure. These efforts should be documented in CampusVue. If there is an insufficient or no response on the part of the student, the faculty member will send written notification to the academic department chair and the Associate Vice Chancellor for Academic Affairs: Graduate School as soon as possible and request assistance. Every effort will be made to establish contact with the student and attempt to remediate the situation; all efforts will be documented in CampusVue. Whatever the rationale for the nonperformance, should the student fail the initial course, the student will be limited to one subsequent second enrollment in an effort to demonstrate a serious intention to pursue graduate level education. A second successive failure will result in dismissal from the graduate program. Re-entry will not be entertained for such students without a personal interview by the Graduate School to determine the suitability of the student for graduate education. The results of such interviews will be submitted to the Office of the Graduate School.

## Academic Year

An academic year is defined as two semesters equivalent to 32 weeks of instruction and at least \*12 semester hours.

*\*6 semester hours for graduate candidate students in dissertation courses*

## Standardized Testing Requirements

Keiser University requires students in certain programs to take standardized tests before graduation. The purpose of standardized testing is to ensure the effectiveness of the University's educational programs.

# Degree Requirements

## BUSINESS AND TECHNOLOGY

### **REQUIREMENTS FOR DOCTOR OF BUSINESS ADMINISTRATION**

*To earn a Doctor of Business Administration degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 54 credits of the DBA program through Keiser University
- Complete all DBA degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education
- Students will complete (2) two residencies, the initial residency in the first year and the subsequent residency before attempting the comprehensive examination. Students will complete all coursework and the comprehensive examination prior to beginning dissertation.
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering into dissertation courses
- Complete a proposal approved by a dissertation committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation committee
- Successfully defend the dissertation
- Maintain active student status until dissertation is approved

### **REQUIREMENTS FOR MASTER OF ACCOUNTANCY**

*To earn a Master of Accountancy degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 30 credits of the Master of Accountancy program through Keiser University
- Complete all Master of Accountancy degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education

### **REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION**

*To earn a Master of Business Administration degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 36 graduate semester credit hours for the Professional MBA or 45 graduate semester credit hours for an MBA with an area of advanced study
- Earn a minimum grade average of 3.0

- Have no more than two courses with a grade of “C”
- Complete the final 30-39 credits of the MBA program through Keiser University
- Complete all MBA degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education

### **REQUIREMENTS FOR MASTER OF SCIENCE IN INFORMATION SECURITY**

*To earn a Master of Science in Information Security from Keiser University, students must accomplish the following:*

- Earn a minimum of 30.0 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 24 credits of the MSIS program through Keiser University
- Complete all MSIS degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Dean
- Complete all required core and elective courses including the final capstone-based project.

### **REQUIREMENTS FOR MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP**

*To earn a Master of Science in Information Technology Leadership from Keiser University, students must accomplish the following:*

- Earn a minimum of 30.0 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 24 credits of the MSITL program through Keiser University
- Complete all MSITL degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of the Graduate School
- Complete all required core and elective courses including the final capstone-based project.
- Exceptions for extenuating circumstances reviewed by the Dean of the Graduate School

### **REQUIREMENTS FOR MASTER OF SCIENCE IN SPORT MANAGEMENT AND OPERATIONS**

*To earn a Master of Science in Sport Management and Operations degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 30 credits of the M.S. program through Keiser University



## **REQUIREMENTS FOR GRADUATE BUSINESS CERTIFICATE**

*To earn a Graduate Business Certificate from Keiser University, students must accomplish the following:*

- Earn a minimum of 18 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete all 18 credit hours through Keiser University

## **EDUCATION**

### **REQUIREMENTS FOR DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION, EDUCATIONAL LEADERSHIP OR INSTRUCTIONAL DESIGN AND TECHNOLOGY**

*To earn a Doctor of Philosophy in Education degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 54 credits of the PhD program through Keiser University
- Complete all PhD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete two residencies before taking the comprehensive examination
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering into dissertation courses
- Maintain active student status until dissertation is approved
- Complete a proposal approved by a dissertation committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation committee
- Successfully defend the dissertation

### **REQUIREMENTS FOR EDUCATIONAL SPECIALIST IN EDUCATIONAL LEADERSHIP OR EDUCATION SPECIALIST IN INSTRUCTIONAL DESIGN AND TECHNOLOGY**

*To earn an Education Specialist degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 30 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 24 credit hours of the EdS program through Keiser University

- Complete all EdS requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Successfully complete a Comprehensive Examination upon completion of 30 graduate semester credit hours

### **REQUIREMENTS FOR JOINT MASTER OF SCIENCE IN EDUCATION AND MASTER OF BUSINESS ADMINISTRATION**

*To earn a Joint Master of Science in Education and Master of Business Administration degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 54 credits of the program through Keiser University
- Complete all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education

### **REQUIREMENTS FOR MASTER OF SCIENCE IN EDUCATION**

*To earn a Master of Science in Education degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 30 credits of the program through Keiser University
- Complete all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education

### **REQUIREMENTS FOR MASTER OF SCIENCE IN EDUCATION IN SCHOOL COUNSELING**

*To earn a Master of Science in Education in School Counseling degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 54 credits of the M.S. program through Keiser University

### **REQUIREMENTS FOR MASTER OF SCIENCE IN GOLF TEACHING AND LEARNING**

*To earn a Master of Science in Golf Teaching and Learning degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0

- Have no more than two courses with a grade of “C”
- Complete all credits of the Master of Science in Golf Teaching and Learning program through Keiser University
- Complete all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education

### ***REQUIREMENTS FOR GRADUATE EDUCATION CERTIFICATE***

*To earn a Graduate Education Certificate from Keiser University, students must accomplish the following:*

- Earn a minimum of 18 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete all 18 credit hours through Keiser University

### **CHIROPRACTIC MEDICINE**

#### ***REQUIREMENTS FOR DOCTOR OF CHIROPRACTIC***

*To earn a Doctor of Chiropractic degree from Keiser University, students must accomplish the following:*

- Complete the required course of study, at least 50% of which is completed at Keiser University
- Earn a minimum grade average of 3.0
- Demonstrate competency in all of the DCP program objectives
- Fulfill all quantitative and qualitative clinical requirements
- Hold a baccalaureate degree from a regionally or nationally accredited college or university
- Complete all requirements for the Doctor of Chiropractic degree within 6 years of matriculation into the program, or within 6 years of beginning a DCP program (exceptions for active military service and other extenuating circumstances are reviewed by the Associate Vice Chancellor of the College of Chiropractic)

### **HEALTH SCIENCES**

#### ***REQUIREMENTS FOR DOCTOR OF HEALTH SCIENCE***

*To earn a Doctor of Health Science degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 54 credits of the DHSc program through Keiser University
- Complete all DHSc degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education

- Students will complete (2) two residencies, the initial residency in the first year and the subsequent residency before attempting the comprehensive examination. Students will complete the coursework and the comprehensive examination prior to beginning dissertation courses.
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering into dissertation courses
- Complete a proposal approved by a dissertation committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation committee
- Successfully defend the dissertation
- Maintain active student status until dissertation is approved

### ***REQUIREMENTS FOR DOCTOR OF NURSING PRACTICE***

*To earn a Doctor of Nursing Practice degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 30 credits of the DNP program through Keiser University
- Earn a minimum of 1000 clinical practice hours to successfully complete the DNP program
- Complete all DNP degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete a final DNP evidenced-based research project including final manuscript
- Present final DNP evidenced-based research project to NUR804 faculty and Department Chair
- Complete (1) four day residency after completing NUR801 and NUR801A during their program and before beginning NUR804 and NUR804A.

### ***REQUIREMENTS FOR DOCTOR OF NURSE ANESTHESIA PRACTICE (ENTRY-INTO-PRACTICE)***

*To earn a Doctor of Nurse Anesthesia Practice (Entry-into-Practice) degree from Keiser University, students must accomplish the following:*

- Successful completion of a minimum of 90 credit hours of doctoral level course work
- Cumulative GPA of 3.0 or greater in the DNAP program
- Have no more than one course with a grade of “C”
- Completion of DNAP Clinical Practice requirements
- Completion of DNAP Capstone requirements
- Successful completion of all DNAP courses in any given semester serves as a prerequisite for progression to the following semester

## **REQUIREMENTS FOR DOCTOR OF NURSE ANESTHESIA PRACTICE (POST-MASTERS)**

*To earn a Doctor of Nurse Anesthesia Practice degree from Keiser University, students must accomplish the following:*

- Earn 36 graduate semester credits
- Earn a minimum grade point average of 3.0
- Have no more than one course with a grade of “C”
- Complete the Capstone Project with approval from his/her Capstone Committee
- Attend graduation rehearsal and ceremony (recommended)
- Complete an exit interview with the Program Director and Director of Financial Aid

## **REQUIREMENTS FOR MASTER OF SCIENCE IN NURSE ANESTHESIA**

*To earn a Master of Science in Nurse Anesthesia degree from Keiser University, students must accomplish the following:*

- Earn 72 graduate semester credit hours
- Earn a minimum grade point average of 3.0
- Have no more than two courses with a grade of “C”
- Meet all clinical requirements as specified by the Council on Accreditation of Nurse Anesthesia Educational Programs and the NBCRNA
- Perform at a satisfactory level in clinical
- Maintain current RN licensure and ACLS, BLS and PALS certifications
- Completion of the Self Evaluation Exam (SEE)
- Attend graduation rehearsal and ceremony (mandatory)
- Complete an exit interview with the Program Director and Director of Financial Aid

## **REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING**

*To earn a Master of Science in Nursing from Keiser University, students must accomplish the following:*

- Earn a minimum of 33.0 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 27 credits of the MSN program through Keiser University
- Complete all MSN degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete a final capstone evidenced-based project including final scholarly paper and poster

Note: Students who enter the Master of Science in Nursing with the ultimate goal of entering the Master of Science in Nursing, Family Nurse Practitioner program are not guaranteed a seat in the Master of Science in Nursing, Family Nurse Practitioner program. All the admissions criteria for the MSN FNP program must be met prior to acceptance into that program.

## **REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING, FAMILY NURSE PRACTITIONER**

*To earn a Master of Science in Nursing, Family Nurse Practitioner degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 49.0 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than one course with a grade of “C”
- Complete all MSN FNP credits through Keiser University
- Complete a minimum of 630 precepted clinical hours
- Complete two, scheduled, four-day residencies
- Complete all MSN FNP degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education
- Register for the Family Nurse Practitioner National Board Certification Examination prior to completing the last course

## **REQUIREMENTS FOR MASTER OF SCIENCE IN NUTRITION WITH DISTANCE LEARNING INTERNSHIP**

*To earn a Master of Science in Nutrition with Distance Learning Internship from Keiser University, students must accomplish the following:*

- Earn a minimum of 36.0 graduate semester credits hours.
- Earn a minimum cumulative grade point average of 3.0.
- Have no more than two courses with a grade of “C”
- Complete all 36.0 credits of program through Keiser University
- Meet Distance Learning Internship graduation requirements:
  - Completion of 1,320 supervised practice hours
  - Completion of all Distance Learning Internship assignments meeting graduate school grading criteria
  - Completing all Breeding & Associates practice Registered Dietician exam, passing with 86% or higher

## **REQUIREMENTS FOR MASTER OF SCIENCE IN OCCUPATIONAL THERAPY - BRIDGE PROGRAM**

*To earn a Master of Science in Occupational Therapy from Keiser University, students must accomplish the following:*

- Earn a minimum of 120 undergraduate credit hours towards a Bachelor of Science in Occupational Health and 51 graduate semester credit hours towards a Master of Science in Occupational Therapy
- Earn a minimum grade point average of 3.0
- Have no more than two graduate courses with a grade of “C”
- Complete all MSOT degree requirements within five years of beginning coursework. (Exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of the Graduate School)

- In order to qualify for state licensure students will be required to sit for the NBCOT examination after graduation from the MSOT program

### **REQUIREMENTS FOR MASTER OF SCIENCE IN PHYSICIAN ASSISTANT**

*To earn a Master of Science in Physician Assistant degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 127.5 graduate semester credit hours
- Complete the Keiser Campus ACLS, BLS and PALS program
- Earn a minimum grade average of 3.0
- Complete all credits of the MSPA program through Keiser University
- Complete all MSPA degree requirements within two years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education
- Register for the Physician Assistant National Certification Examination (PANCE) prior to completing the last course.

### **REQUIREMENTS FOR MASTER OF SCIENCE IN WOMEN'S HEALTH AND MIDWIFERY**

*To earn a Master of Science in Women's Health and Midwifery degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 64.0 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than one course with a grade of "C"
- Complete all MS WHM credits through Keiser University
- Complete a minimum of 675 precepted clinical hours
- Complete two, scheduled, four-day residencies
- Complete all MS WHM degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by Dean of the Graduate School or Associate Vice Chancellor of Academic Affairs for Graduate Education
- Register for The American Midwifery Certification Board (AMCB) prior to completing the last course (The American Midwifery Certification Board (AMCB) is the national certifying body for candidates in nurse-midwifery and midwifery who have received their graduate level education in programs accredited by the Accreditation Commission for Midwifery Education (ACME))

### **SOCIAL SCIENCES**

#### **REQUIREMENTS FOR DOCTOR OF PHILOSOPHY IN CRIMINAL JUSTICE AND CRIMINOLOGY**

*To earn a Doctor of Philosophy degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete the final 54 credits of the PhD program through Keiser University

- Complete all PhD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete two residencies before taking the comprehensive examination
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering into dissertation courses
- Maintain active student status until dissertation is approved
- Complete a proposal approved by a dissertation committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation committee
- Successfully defend the dissertation

***REQUIREMENTS FOR DOCTOR OF PHILOSOPHY IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY OR DOCTOR OF PHILOSOPHY IN PSYCHOLOGY***

*To earn a Doctor of Philosophy degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 54 credits of the PhD program through Keiser University
- Complete all PhD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete two residencies before taking the comprehensive examination
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering into dissertation courses
- Maintain active student status until dissertation is approved
- Complete a proposal approved by a dissertation committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation committee
- Successfully defend the dissertation

***REQUIREMENTS FOR MASTER OF ARTS IN CRIMINAL JUSTICE AND MASTER OF ARTS IN HOMELAND SECURITY***

*To earn a Master of Arts in Criminal Justice or Master of Arts in Homeland Security from Keiser University, students must accomplish the following:*

- Earn a minimum of 33 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 30 credits of the program through Keiser University



- Complete all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education

### **REQUIREMENTS FOR MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING**

*To earn a Master in Science in Clinical Mental Health Counseling degree from Keiser University, students must accomplish the following:*

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 54 credits of the M.S. program through Keiser University

### **REQUIREMENTS FOR MASTER OF SCIENCE IN ORGANIZATIONAL PSYCHOLOGY AND MASTER OF SCIENCE IN PSYCHOLOGY**

*To earn a Master of Science in Organizational Psychology or Master of Science in Psychology from Keiser University, students must accomplish the following:*

- Earn a minimum of 36.0 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 30 credits of the program through Keiser University
- Complete all MS in Psychology or MS in Organizational Psychology degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete thesis proposal approved by Thesis Chair and IRB
- Successfully complete thesis research approved by Thesis Chair

## University Hours

Hybrid graduate classes are held from 8:00 a.m. to 12:00 p.m. or 1:00 p.m. to 5:00 p.m. on Saturdays, or during other times and days as needed. Please check with the Associate Vice Chancellor of Academic Affairs for Graduate Education for specific information on online and hybrid classes.

- Attend three on-campus residencies at specified times during the program. Two residencies must be completed prior to enrolling in practicum courses. The final residency must be completed before enrolling in an internship course.
- Complete a minimum of 100 hours of supervised practicum hours (at least 40 clock hours of direct service)
- Complete a minimum of 600 hours of supervised internship hours (at least 240 clock hours of direct service)
- Pass the comprehensive exam
- Complete all M.S. degree requirements within six years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor

*Note: The above requirements are the minimum to earn the M.S. degree in Clinical Mental Health Counseling at Keiser University. Students should check with their state licensing boards to determine what requirements are necessary to obtain future licensure and to plan for meeting those requirements, if any.*

## PROGRAM OFFERINGS BY THE GRADUATE SCHOOL

<i>Clearwater</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Information Technology Leadership</i>	
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>

	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
<i>Daytona</i>	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>

	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education-Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
<i>Flagship</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MBA</i>	<i>Health Services Administration</i>	
	<i>MBA</i>	<i>International Business</i>	
	<i>MBA</i>	<i>Management</i>	
	<i>MBA</i>	<i>Marketing</i>	
	<i>MBA</i>	<i>Technology Management</i>	
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>

	<i>MS</i>	<i>Psychology</i>	
	<i>MS</i>	<i>Sport Management and Operations</i>	
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
<i>Ft. Lauderdale</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MBA</i>	<i>Health Services Administration</i>	
	<i>MBA</i>	<i>International Business</i>	
	<i>MBA</i>	<i>Management</i>	
	<i>MBA</i>	<i>Marketing</i>	

	<i>MBA</i>	<i>Technology Management</i>	
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Occupational Therapy (Bridge Program)</i>	
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Physician Assistant</i>	
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
<i>Ft. Lauderdale Graduate School</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online</i>
	<i>DNAP</i>	<i>Nurse Anesthesia Practice</i>	<i>online</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online</i>

	<i>MBA</i>	<i>Accounting</i>	<i>online</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online</i>
	<i>MBA</i>	<i>Business Administration (Mandarin)</i>	
	<i>MBA</i>	<i>Business Administration (Spanish)</i>	<i>online</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online</i>
	<i>MBA</i>	<i>International Business</i>	<i>online</i>
	<i>MBA</i>	<i>International Business (Spanish)</i>	<i>online</i>
	<i>MBA</i>	<i>Management</i>	<i>online</i>
	<i>MBA</i>	<i>Management (Spanish)</i>	<i>online</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online</i>
	<i>MS</i>	<i>Nutrition with Distance Learning Internship</i>	<i>online</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online</i>
	<i>MS</i>	<i>Psychology</i>	<i>online</i>
	<i>MS</i>	<i>Women's Health and Midwifery</i>	<i>online</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online</i>
	<i>MSEd</i>	<i>School Counseling</i>	<i>online</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online</i>

<i>Ft. Lauderdale Online Division</i>	<i>DBA</i>	<i>Business Administration (Spanish) (Specializations in Global Management, or Global Business)</i>	<i>online</i>
	<i>MBA</i>	<i>Business Administration (Spanish)</i>	<i>online</i>
	<i>MBA</i>	<i>International Business (Spanish)</i>	<i>online</i>
	<i>MBA</i>	<i>Health Services Administration (Spanish)</i>	<i>online</i>
	<i>MBA</i>	<i>Management (Spanish)</i>	<i>online</i>
	<i>MS</i>	<i>Management (Spanish)</i>	<i>online</i>
	<i>MSEd</i>	<i>Education, Leadership (Spanish) (Liderazgo en Educación)</i>	<i>online</i>
	<i>PhD</i>	<i>Educational Leadership (Spanish) (Liderazgo en Educación)</i>	<i>online</i>
<i>Ft. Myers</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Occupational Therapy (Bridge Program)</i>	
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>



	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
<i>Jacksonville</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>

	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Information Technology Leadership</i>	
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education-Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
<i>Lakeland</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>

	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
<i>Melbourne</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>

	MA	<i>Criminal Justice</i>	<i>online only</i>
	MA	<i>Homeland Security</i>	<i>online only</i>
	MAcc	<i>Accountancy</i>	<i>online only</i>
	MBA	<i>Accounting</i>	<i>online only</i>
	MBA	<i>Business Administration</i>	
	MBA	<i>Health Services Administration</i>	<i>online only</i>
	MBA	<i>International Business</i>	<i>online only</i>
	MBA	<i>Management</i>	
	MBA	<i>Marketing</i>	<i>online only</i>
	MBA	<i>Technology Management</i>	<i>online only</i>
	MS	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	MS	<i>Golf Teaching and Learning</i>	<i>online only</i>
	MS	<i>Organizational Leadership</i>	<i>online only</i>
	MS	<i>Organizational Psychology</i>	<i>online only</i>
	MS	<i>Psychology</i>	<i>online only</i>
	MSEd	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	MSEd	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	MSEd	<i>Education, Leadership</i>	<i>online only</i>
	MSEd	<i>Education, Career College Administration</i>	<i>online only</i>
	MSEd	<i>Education, Teaching and Learning</i>	<i>online only</i>
	MSEd-MBA	<i>Joint Master of Science in Education-Master of Business Administration</i>	<i>online only</i>
	MSN	<i>Nursing</i>	<i>online only</i>
	MSN	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	PhD	<i>Curriculum and Instruction</i>	<i>online only</i>
	PhD	<i>Educational Leadership</i>	<i>online only</i>
	PhD	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	PhD	<i>Instructional Design and Technology</i>	<i>online only</i>
	PhD	<i>Psychology</i>	<i>online only</i>
<i>Miami</i>	DBA	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	DHSc	<i>Health Science</i>	<i>online only</i>
	DNP	<i>Nursing Practice</i>	<i>online only</i>
	PhD	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	PhD	<i>Curriculum and Instruction</i>	<i>online only</i>

	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MBA</i>	<i>Business Administration (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Management (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Management (Spanish)</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Online Teaching and Learning</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>

	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
<i>Naples</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>DNAP</i>	<i>Nurse Anesthesia Practice (Entry-intro-Practice)</i>	
	<i>DNAP</i>	<i>Nurse Anesthesia Practice (Post-Master's)</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Nurse Anesthesia</i>	
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>

	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education-Master of Business Administration</i>	<i>online only</i>
<i>New Port Richey</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MBA</i>	<i>Health Services Administration</i>	
	<i>MBA</i>	<i>International Business</i>	
	<i>MBA</i>	<i>Management</i>	
	<i>MBA</i>	<i>Marketing</i>	
	<i>MBA</i>	<i>Technology Management</i>	
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>

	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
<i>Orlando</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>



	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education-Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
<i>Patrick AFB</i>	<i>MAcc</i>	<i>Accountancy</i>	
	<i>MA</i>	<i>Criminal Justice</i>	
	<i>MA</i>	<i>Homeland Security</i>	
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MS</i>	<i>Organizational Leadership</i>	
	<i>MS</i>	<i>Psychology</i>	
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	
	<i>MSEd</i>	<i>Education, Leadership</i>	
	<i>MSEd</i>	<i>Education, Career College Administration</i>	
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	
<i>Pembroke Pines</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>

	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MBA</i>	<i>Business Administration (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	
	<i>MBA</i>	<i>International Business</i>	
	<i>MBA</i>	<i>International Business (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	
	<i>MBA</i>	<i>Management (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	
	<i>MBA</i>	<i>Technology Management</i>	
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Information Security</i>	
	<i>MS</i>	<i>Information Technology Leadership</i>	
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>

	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
<i>Port St. Lucie</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>

	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
<i>San Marcos, Nicaragua</i>	<i>DBA</i>	<i>Business Administration (Spanish) (Specializations in Global Management or Global Business)</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership (Spanish)</i>	
	<i>Grad Cert</i>	<i>Marketing</i>	
	<i>Grad Cert</i>	<i>Marketing (Spanish)</i>	
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Management (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
<i>Sarasota</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>

	<i>Grad Cert</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
<i>Shanghai, China</i>	<i>MBA</i>	<i>Business Administration (Mandarin)</i>	
<i>Tallahassee</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>

	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
<i>Tampa</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	

	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Management and Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>

	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>
<i>W. Palm Beach</i>	<i>DBA</i>	<i>Business Administration (Specializations in Marketing, Global Management, or Global Business)</i>	<i>online only</i>
	<i>DC</i>	<i>Chiropractic</i>	
	<i>DHSc</i>	<i>Health Science</i>	<i>online only</i>
	<i>DNP</i>	<i>Nursing Practice</i>	<i>online only</i>
	<i>PhD</i>	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	<i>EdS</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>EdS</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Career College Administration</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Health Services Management</i>	<i>online only</i>
	<i>Grad Cert</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MA</i>	<i>Criminal Justice</i>	
	<i>MA</i>	<i>Homeland Security</i>	<i>online only</i>
	<i>MAcc</i>	<i>Accountancy</i>	<i>online only</i>
	<i>MBA</i>	<i>Accounting</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>Business Administration (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Health Services Administration</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business</i>	<i>online only</i>
	<i>MBA</i>	<i>International Business (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	<i>online only</i>
	<i>MBA</i>	<i>Management (Spanish)</i>	<i>online only</i>
	<i>MBA</i>	<i>Marketing</i>	<i>online only</i>
	<i>MBA</i>	<i>Technology Management</i>	<i>online only</i>
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Management (Spanish)</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Allied Health Teaching and Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Leadership</i>	
	<i>MSEd</i>	<i>Education, Instructional Design and Technology</i>	<i>online only</i>



	<i>MSEd</i>	<i>Education, Career College Administration</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</i>	<i>online only</i>
	<i>MSEd-MBA</i>	<i>Joint Master of Science in Education - Master of Business Administration</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing</i>	<i>online only</i>
	<i>MSN</i>	<i>Nursing, Family Nurse Practitioner</i>	<i>online only</i>
	<i>PhD</i>	<i>Curriculum and Instruction</i>	<i>online only</i>
	<i>PhD</i>	<i>Educational Leadership</i>	<i>online only</i>
	<i>PhD</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>PhD</i>	<i>Instructional Design and Technology</i>	<i>online only</i>
	<i>PhD</i>	<i>Psychology</i>	<i>online only</i>

## PROGRAM DESCRIPTIONS

### BUSINESS AND TECHNOLOGY



### ACCOUNTING

#### **MASTER OF ACCOUNTANCY DEGREE**

*(ACBSP Separate Accounting Accredited)*

#### *Program Description*

Keiser University's Master of Accountancy degree was developed with professional certification in mind, focusing on the practices of accounting. The program prepares accountants to demonstrate professional communications skills that incorporate research and critical thinking. In addition, ethical and professional standards are reinforced. The Master of Accountancy also incorporates authoritative sources.

#### *Program Mission*

The mission of the Keiser University Master of Accountancy degree program is to prepare students for exciting and challenging careers as professional accountants with professional certifications in mind.

#### *Program Goal*

The goal of the Keiser University Master of Accountancy degree program is to provide an intensive graduate program that educates students in practices of the accounting

profession. In addition, graduates will be able to apply professional accounting and ethical standards.

### *Program Objectives*

- Demonstrate advanced knowledge of specific areas of accounting/tax by researching authoritative sources
- Apply critical thinking skills to professional accounting situations
- Demonstrate proficiency of using business/accounting software to analyze and interpret data
- Apply professional communication skills to support ideas and present information in a concise, accurate manner using peer reviewed literature
- Apply professional standards used in ethical situations to make relevant decisions

### *Program Pre-requisites*

- Baccalaureate degree from an accredited institution in accounting; or baccalaureate degree from an accredited institution in business or equivalent with appropriate upper division accounting coursework

### *Program Outline*

Courses in the Master of Accountancy program are each eight-weeks in length, and students are normally scheduled for one course at a time.

*To receive a Master of Accountancy degree, students must earn 36 graduate semester credit hours as described below. The length of this program is approximately 24 months.*

#### **Master of Accountancy Major Courses (36.0 credit hours)**

ACG5138	Advanced Financial Reporting and Accounting Concepts	3.0 credit hours
ACG5255	Advanced International Accounting Concepts	3.0 credit hours
ACG6367	Advanced Cost/Managerial Accounting	3.0 credit hours
ACG6505	Advanced Governmental and Fund Accounting	3.0 credit hours
ACG6842	Advanced Data Analytics for Accountants	3.0 credit hours
ACG6635	Advanced Auditing Theory and Applications	3.0 credit hours
ACG6685	Fraud Examination Concepts	3.0 credit hours
ACG6687	Fraud Examination Conduct and Procedures	3.0 credit hours
ACG6688	Fraud Examination and the Legal Environment	3.0 credit hours
TAX6879	Special Topics in corporate and Estate Taxation	3.0 credit hours
TAX6877	Special Topics in Taxation	3.0 credit hours
ACG6816	Professional Accounting Research	3.0 credit hours

## **BUSINESS ADMINISTRATION**

### ***DOCTOR OF BUSINESS ADMINISTRATION***

#### *Program Description*

The Doctor of Business Administration Degree provides experienced business professionals and future members of academia with the skills to apply business/management theories, methods, and research to dynamically improve the organizations and communities they serve. The program emphasizes the development of new knowledge through both theory and applied research for application in the global environment. The Doctor of Business Administration degree program

promotes advanced decision-making and leadership skills, lifelong learning, ethical and informed decision-making, effective communication, sustainability, and the use of information technologies in the global business management environment. Doctoral students specialize in one of three areas. These include: Marketing, Global Management, and Global Business.

### *Mission Statement*

The Doctor of Business Administration Degree provides experienced business professionals and future members of academia with the skills to apply business/management theories, methods, and research to dynamically improve the organizations and communities they serve. The program emphasizes the development of new knowledge through both theory and applied research for application in the global environment. The Doctor of Business Administration degree program promotes advanced decision-making and leadership skills, lifelong learning, ethical and informed decision-making, effective communication, sustainability, and the use of information technologies in the global business management environment.

### *Program Objectives*

Keiser University's Doctor of Business Administration degree program enables students to contribute to the business profession and the business educational profession through independent learning, scholarship, and research. At the conclusion of the program, doctoral students will:

- Apply and evaluate effective management theories and literature as it applies to practice.
- Evaluate and synthesize strategic management theories and literature as it applies to practice
- Formulate and evaluate ethical business decisions using theory and literature
- Demonstrate the ability to maximize the opportunities and challenges in the global business environment through theory and literature
- Be prepared to contribute to the body of knowledge as part of the research community for application in the global business environment
- Be prepared for careers as university researchers and teachers or for senior positions in business or government
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

### *Pre-requisites*

- To ensure success in the core curriculum of the DBA program, candidates are required to demonstrate competency in business knowledge of accounting, finance, economics and statistics before starting the DBA program. Students who have not successfully completed six undergraduate credits or three graduate credits with at least a B grade in each of these areas will be provided the opportunity to take the prerequisite courses in the semester(s) prior to the start of the DBA program. Candidates must pass the prerequisite courses with at least a "B" or retake the course. Candidates may only attempt the prerequisite courses no more than two times.

**NOTE:** Courses in the DBA program are eight-weeks in length and students are scheduled for one course per eight week term. Dissertation courses are eight-weeks in length.

### *Program Outline*

To receive a Doctor of Business Administration degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months. Students are required to select one of the three specializations. Students take seven core courses for 21 credit hours (common to all specializations), 12 credit hours in research, 15 credit hours in their respective specialization, and 12 hours in the dissertation.

## **Doctor of Business Administration Major Core Courses (60.0 credit hours)**

### **Core Courses (21.0 credit hours)**

DBA700	Foundations in Business Research Writing	3.0 credit hours
DBA710	Management and Leadership Approaches	3.0 credit hours
DBA720	Global Business	3.0 credit hours
DBA730	The Global Economy	3.0 credit hours
DBA740	Financial Theory and Policy	3.0 credit hours
DBA750	Marketing Management	3.0 credit hours
DBA760	Strategic Decision Making for Managers	3.0 credit hours

### **Research Courses (12.0 credit hours)**

DBR800	Methods and Analysis of Quantitative Research	3.0 credit hours
DBR810	Survey Research Methods	3.0 credit hours
DBR811	Mixed Methods	3.0 credit hours
DBR812	Business Research and Publication	3.0 credit hours

### **Marketing Specialization (15.0 credit hours)**

MKT851	Emerging Issues in Marketing	3.0 credit hours
MKT852	Seminar in Global Marketing	3.0 credit hours
MKT853	Seminar in Marketing Models and Theory	3.0 credit hours
MKT854	Consumer Behavior Theory and Practice	3.0 credit hours
MKT855	Strategic Service Marketing	3.0 credit hours

### **Global Management Specialization (15.0 credit hours)**

DBA810	Micro Organizational Behavior	3.0 credit hours
DBA820	Macro Organizational Behavior	3.0 credit hours
DBA830	Decision Making and Risk Analysis	3.0 credit hours
DBA850	Organizational Design and Development	3.0 credit hours
DBA860	Emerging Management Theories	3.0 credit hours

### **Global Business Specialization (15.0 credit hours)**

INB821	Cross Cultural Management & Negotiations	3.0 credit hours
INB822	Global Finance Management	3.0 credit hours
INB823	Global Strategic Management	3.0 credit hours
INB825	Global Supply Chain Management	3.0 credit hours
INB826	Advanced Topics in Global Management	3.0 credit hours

### **Dissertation Courses (12.0 credit hours)**

*Students must be admitted to candidacy before enrolling in Dissertation Courses*

DISS901	Dissertation	2.0 credit hours
DISS905	Continuing Dissertation Services II	2.0 credit hours

### **Residency Requirement**

Students will complete (2) two residencies, the initial residency in the first year and the subsequent residency prior to taking the comprehensive exam. Students will complete all coursework, both residencies and comprehensive examination prior to beginning dissertation process.

DOPR      Doctor of Philosophy Residency One  
DOPR2     Doctor of Philosophy Residency Two

## ***DOCTOR OF BUSINESS ADMINISTRATION DEGREE (OFFERED IN SPANISH LANGUAGE)***

Specializations in Global Organizational Leadership, and Global Business

For program information in Spanish, please refer to the Spanish edition of this catalog



## ***MASTER OF BUSINESS ADMINISTRATION DEGREE (ACBSP ACCREDITED)***

### ***MBA***

### ***MBA IN ACCOUNTING***

### ***MBA IN HEALTH SERVICES ADMINISTRATION***

### ***MBA IN INTERNATIONAL BUSINESS***

### ***MBA IN MANAGEMENT***

### ***MBA IN MARKETING***

### ***MBA IN TECHNOLOGY MANAGEMENT***

### ***Program Description***

Keiser University's Master of Business Administration offers an intensive graduate program that educates students in theories and practices of the modern business world. The MBA program fosters independent learning and enables students to contribute intellectually to the business profession. Students have the option of just the MBA or to extend the core MBA program by taking credits in one of six advanced areas of study: Accounting, Health Services Administration, International Business, Management, Marketing, or Technology Management. In addition, all MBA students complete general coursework in valuable areas such as accounting, finance, management, marketing, operations and strategy. Graduates critically analyze and solve business problems through strong analysis of data and integration of a wide range of business acumen.

### ***Master of Business Administration Degree (offered in Spanish language)***

For program information in Spanish, please refer to the Spanish edition of this catalog.

### ***Master of Business Administration Degree (offered in Mandarin language)***

For program information in Mandarin, please refer to the Mandarin edition of this catalog.

## *Mission*

Keiser University's Master of Business Administration degree program is designed to provide career focused students with the knowledge, theory, and practice of the modern business world to enhance decision making and careers. This is done by developing the student's administrative competencies and skills necessary to effectively lead organizations in the 21st century. The MBA program provides students with knowledge of functional areas, professional communication skills, understanding of the business environment, and mastery in the areas of accounting, marketing, finance, leadership, international business, and economics.

## *Program Purpose*

The MBA program fosters independent learning and enables graduates to contribute intellectually to the business profession by demonstrating a conceptual understanding of advanced business strategies, and critically analyzing and solving problems based on applied research methods. Students have the option of taking credits in one of six advanced areas of study: Accounting, Health Services Administration, International Business, Management, Marketing, or Technology Management.

Students demonstrate acquired knowledge throughout the program, and through successful completion of the coursework.

Keiser University's MBA program enables students to contribute to the business profession and fosters independent learning. Upon completion of this program, students are able to:

- Evaluate an organization's financial position through financial statement analysis and/or forecasting
- Summarize and discuss the ethical and legal responsibilities of organizations.
- Apply selected methods of quantitative analysis to enhance business decisions.
- Compare economic environments and markets and their impact on business
- Through a conceptual understanding, apply managerial leadership skills, marketing strategies and/or international business concepts, theory, and research to critically analyze and solve problems in unpredictable environments
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

## *Program Outline*

To receive a Master of Business Administration degree, students must complete the core courses (30 credits) plus two approved elective courses (6 credits) from the advanced study areas, for a total of 36 graduate semester credit hours as described below. The length of this program is approximately 24 months. Students have the option to add 15 graduate credits to the 30 credit core in one of six areas of advanced study as described below. The length of this program, including an area of advanced study, is approximately 30 months. **NOTE:** Courses in the MBA program are each eight-weeks in length, and students are scheduled typically for one course at a time.

Students who have not successfully completed 6 undergraduate credits or 3 graduate credits with at least a B grade in each of the required courses will be provided the opportunity to take the pre-requisite courses in the semester(s) prior to the start of the MBA program. Any student entering the program with a GPA below 3.0 will be provided the opportunity to take the prerequisite courses in the semester(s) prior to the start of the MBA program.

The prerequisites for the MBA program help ensure students are prepared for graduate business studies. The courses give the students an introduction to up to date business concepts both quantitatively and qualitatively.

### **Masters of Business Administration Prerequisite Courses (6.0 credit hours)**

MBA500	Advanced Essential Business Concepts	3.0 credit hours
MBA501	Advanced Quantitative Business Analysis	3.0 credit hours

**Masters of Business Administration Core Courses (30.0 credit hours)**

BUS510	Advanced Decision Making	3.0 credit hours
ACG5075	Accounting for Decision Making	
Or		
ACG5138	Advanced Financial Reporting and Accounting Concepts (For Accounting area students)	3.0 credit hours
FIN521	Financial Management	3.0 credit hours
MKT531	Marketing Management	3.0 credit hours
MAN542	Business Research Methods	3.0 credit hours
MAN551	International Business	3.0 credit hours
MAN571	Organizational Behavior	3.0 credit hours
MAN575	Operations Management	3.0 credit hours
ECO581	Managerial Economics	3.0 credit hours
MBA699	Capstone: Business Strategies	3.0 credit hours
Or		
ACG6367	Advanced Cost/Managerial Accounting (For Accounting area students)	3.0 credit hours

**Accounting (15.0 credit hours)**

ACG6635	Advanced Auditing Theory and Applications	3.0 credit hours
ACG6816	Professional Accounting Research	3.0 credit hours
ACG6842	Advanced Data Analytics for Accountants	3.0 credit hours
TAX6877	Special Topics in Taxation	3.0 credit hours
TAX6879	Special Topics in corporate and Estate Taxation	3.0 credit hours

**Health Services Administration (15.0 credit hours)**

HSM692	Strategic Management of Health Services Organizations	3.0 credit hours
HSM691	Quality Management in Health Care	3.0 credit hours
HSM693	Corporate Compliance in Health Care	3.0 credit hours
HSM694	Global Health	3.0 credit hours
HSM695	Healthcare Finance	3.0 credit hours

**International Business (15.0 credit hours)**

BUS651	International Trade	3.0 credit hours
MKT635	International Marketing	3.0 credit hours
FIN653	International Financial Management	3.0 credit hours
MAN674	Global Human Resource Management	3.0 credit hours
MAN676	Global Supply Chain Management	3.0 credit hours

**Management (15.0 credit hours)**

MAN671	Leadership Development	3.0 credit hour
MAN672	Cross Cultural Management	3.0 credit hour
MAN673	Organizational Change	3.0 credit hours
MAN674	Global Human Resource Management	3.0 credit hours
MAN675	Culture and Organizations	3.0 credit hours

**Marketing (15.0 credit hours)**

MKT631	Marketing Research and Analytics	3.0 credit hours
MKT633	Promotional Strategy	3.0 credit hours
MKT634	Advanced Consumer Behavior	3.0 credit hours
MKT635	International Marketing	3.0 credit hours
MKT637	Digital Marketing	3.0 credit hours

**Technology Management (15.0 credit hours)**

CGS601	Business Information Systems	3.0 credit hours
CGS602	Enterprise Information Systems and Networks	3.0 credit hours
CGS603	Information Systems Management	3.0 credit hours
CGS604	Strategic Management of Technology Innovation	3.0 credit hours
CGS605	Technology Forecasting and Analysis	3.0 credit hours

## MASTER OF SCIENCE DEGREES



### **INFORMATION SECURITY**

#### *Program Description*

Keiser University’s Master of Science in Information Security offers an intensive graduate program that provides information technology professionals with theoretical and practical knowledge in security concepts such as access control, secure application development, business continuity planning, cryptography, e-commerce regulations, operational, physical, architectural security, telecommunications and network security. This curriculum will prepare students for careers as a Chief Information Officer, Chief Security Officer, and network forensic specialist. Upon completion of the program, graduate students should be able to take the widely recognized Certified Information Systems Security Professional (CISSP) exam.

#### *Program Objectives*

Keiser University’s Master of Science in Information Security program enables students to contribute to the Information Technology profession through independent learning, scholarship, and research. At the conclusion of the program, master’s students will be able to:

- Manage the use of information security methodologies in the practice of information assurance and risk management.
- Identify areas of security concerns within system and application software.
- Assess the security needs of an enterprise information system and its applications to maintain the confidentiality, integrity and availability of digital data.
- Plan the use of network security using current cryptographic and access control technologies.
- Create information security policies and disaster recovery procedures that conform to moral, legal and ethical standards.
- Compose physical security methodologies to address system vulnerabilities and apply appropriate countermeasures in response to threats.
- Conduct scholarly research pertaining to contemporary information security issues.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.



## *Program Outline*

To receive a Master of Science in Information Security degree, students must earn graduate semester credit hours as described below. Transfer of graduate credits will be evaluated on a case-by-case basis. The length of this program is approximately 20 months.

### **Master of Science in Information Security Courses (30.0 credit hours)**

#### **Required Major Core Courses (30.0 credit hours)**

ISS510	Enterprise Information Systems Networks	3.0 credit hours
ISS520	Database Systems and Security	3.0 credit hours
ISS550	Software Engineering	3.0 credit hours
ISS630	Secure Client Server Computing	3.0 credit hours
ISS640	Cryptography	3.0 credit hours
ISS670	Advanced Network Security	3.0 credit hours
ISS680	Intrusion Detection and Prevention Systems	3.0 credit hours
ISS685	E-Discovery, Network and Computer Forensics	3.0 credit hours
ISS695	Risk Analysis and Vulnerability Assessment	3.0 credit hours
ISS699	Capstone Project Information Security	3.0 credit hours



## ***INFORMATION TECHNOLOGY LEADERSHIP***

### *Program Description*

The Master of Science in Information Technology Leadership (MSITL) is a career oriented multi-disciplinary program designed to provide students with the required competencies in management and technology. This program provides the foundations of information technology and business leadership skills needed for managers to be successful in the 21<sup>st</sup> Century. Core competencies include leadership, human resources, project management, communications, technical management and strategic planning.

### *Program Objectives*

Keiser University's MSITL program prepares students to contribute to the profession of information technology leadership. Upon completion of this program, students are prepared to assume leadership roles in information technology by:

- Exhibiting or demonstrating the information security, business and strategic leadership skills to manage the use of hardware, software, and personnel to effectively support an enterprise information system and align it with an organization's business practice;
- Summarizing and discussing the ethical and legal responsibilities of organizations as they relate to the use of technology;
- Applying managerial leadership skills, marketing strategies and/or international business concepts, theory, and research to critically analyze and solve technology problems in unpredictable environments.

- Demonstrating professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

*Pre-requisites for Major Courses*

- Baccalaureate degree from an accredited institution in an information technology related field.

**NOTE:** Courses in the MSITL program are each eight-weeks in length, and students are normally scheduled for two courses concurrently.

*Program Outline*

To receive a Master of Science in Information Technology Leadership degree, students must earn 30 graduate semester credit hours as described below. In the final semester of their program, students complete a capstone project. Students select one elective course in this program. The length of this program is approximately 20 months.

**Master of Science in Information Technology Leadership Major Core Courses (27.0 credit hours)**

ISS510	Enterprise Information Systems and Networks	3.0 credit hours
ISS520	Database Systems and Security	3.0 credit hours
ISS655	Global E-Commerce and Privacy Assurance	3.0 credit hours
MAN673	Organizational Change	3.0 credit hours
MTL520	Information Systems Management	3.0 credit hours
MTL530	Computer Security	3.0 credit hours
MTL655	Data Warehousing	3.0 credit hours
MTL675	Cloud, Virtualization and Mobile Services	3.0 credit hours
MTL690	Capstone Project Technology Leadership	3.0 credit hours

**Elective Courses (3.0 credit hours)**

ISS695	Risk Analysis and Vulnerability Assessment	3.0 credit hours
MAN671	Leadership Development	3.0 credit hours
MAN672	Cross-Cultural Management	3.0 credit hours
MTL650	Social, Legal, Ethical Issues and the Internet	3.0 credit hours
MTL665	Service Oriented Architecture	3.0 credit hours



**MANAGEMENT**

*\*Program offered in Spanish only*

*Program Description*

Keiser University's Master of Science in Management (MSMan) program is a 33 semester credit program that prepares students to compete in the current leadership and management environment. It is designed for students who want to develop the leadership skills to manage and lead employees in organizations and for professionals who want to assume greater management responsibilities within their organizations. The program emphasizes leadership skills, strategic planning and implementation,

the human resources aspect of management, managerial communication and how to develop other leaders within the organization.

### *Program Objectives*

Keiser University's Master of Science in Management (MS Man) program enables students to contribute to the management profession and fosters independent learning. Upon completion of this program, students are able to:

- Create and manage strategic plans, projects, and organizational requirements
- Evaluate and use proficiency in managing and enhancing people skills in organizations
- Analyze the alignment of organizational resources to lead effectively
- Evaluate situations and problems to engage in effective decision making to implement solutions
- Analyze and show management skills by leading, evaluating, and promoting personnel in a global environment
- Support professionalism as a manager within the organization with good communication and leadership skills.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations

### *Program Outline*

To receive a Master of Science in Management degree, students must earn 33 graduate semester credit hours. The length of this program is approximately 22 months. **NOTE:** Courses in the MS Man program are each eight-weeks in length, and students are normally scheduled for two courses concurrently.

#### **Master of Science in Management Major Core Courses (33.0 credit hours)**

BUS510	Advanced Decision-Making	3.0 credit hours
MAN571	Organizational Behavior (co-requisite course)	3.0 credit hours
MAN573	Project Management	3.0 credit hours
MAN574	Managerial Communications	3.0 credit hours
BUS583	Strategic Planning and Implementation	3.0 credit hours
MAN671	Leadership Development	3.0 credit hour
MAN672	Cross Cultural Management	3.0 credit hours
MAN673	Organizational Change	3.0 credit hours
MAN674	Global Human Resources Management	3.0 credit hours
MAN675	Culture & Organizations	3.0 credit hours
MAN690	Program Capstone Class	3.0 credit hours

## **ORGANIZATIONAL LEADERSHIP**

### *Program Description*

The Master of Science in Organizational Leadership degree at Keiser University will be a 36 credit hour graduate program that challenges students to develop advanced leadership practices, project management, conflict resolution, team building, and communication abilities. Graduates can better perform in leadership roles, improve interpersonal relationships, and develop successful and thriving organizations.

### *Program Objectives*

Demonstrate a professional knowledge of:

- Enhanced awareness and commitment towards assessing the ethical responsibilities of organizations.
- Exhibiting knowledge and awareness to appraise legal responsibilities of organizations.
- Cultivating a sense of awareness to examine communication skills in employees.

- By what means to influence policy leading to employee behavioral characteristics in organizations.
- Identifying and interpreting alternatives to solve organizational business problems.
- Exhibiting knowledge and awareness of group dynamics and effective teamwork
- Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others.
- Developing the ability to evaluate the efficacy of organizational decisions.
- Developing and interpreting knowledge of leadership theory.
- Developing and evaluating knowledge of international business concepts theory.
- Developing and accessing knowledge of managerial leadership skills.

### *Program Learning Outcomes*

Masters of Science in Organizational Leadership graduates will be able to:

- Examine and apply organizational leadership theories.
- Evaluate organizational behavior and change to increase organizational effectiveness.
- Inspect leadership development plans for self-awareness and improvement.
- Evaluate research for organizational analysis and problem solving.
- Analyze organizational communication and the relationship of communication to organizational satisfaction and effectiveness.
- Assess strategic plans to achieve organizational effectiveness and success.
- Evaluate leadership and supervision practices from any work group in terms of human impact and financial impact over the short and medium term.
- Recommend ethical principles and generally accepted business practices to the leadership functions of organizations.
- Implement and revise motivational practices and systems that meet the strategies and constraints of the work environment.
- Evaluate Financial, Accounting and Economic Data to drive decision making.
- Communicate clearly and logically through written communication for professional delivery.
- Incorporates APA professional writing skills and standards including concise organization, grammar, references, and citations.

### *Program Outline*

The Keiser Organizational Leadership (ORGL) Program challenges students to develop advanced leadership practices, project management, conflict resolution, team building, and communication abilities. Graduates can better perform in leadership roles, improve interpersonal relationships, and develop successful and thriving organizations.

**To receive a Master of Science in Organizational Leadership degree, students must earn 36 graduate semester credit hours as described below. The length of this program is approximately 24 months.**

#### **Master of Science in Organizational Leadership Major Core Courses (36.0 credit hours)**

LDR501	Foundations of Leadership	3.0 credit hours
MAN571	Organizational Behavior	3.0 credit hours
MAN671	Leadership Development	3.0 credit hours
LDR504	Theory and Development of Motivation	3.0 credit hours
LDR505	Leading through Change and Beyond	3.0 credit hours
LDR506	Conflict Management and Negotiation	3.0 credit hour
LDR507	Team Development and Leadership	3.0 credit hours
LDR508	Leadership and Ethics	3.0 credit hours
MAN674	Global Human Resource Management	3.0 credit hours

MAN542	Business Research Methods	3.0 credit hours
MAN511	Strategic Management	3.0 credit hours
FIN512	Accounting Finance and Economic Practices for Leaders	3.0 credit hours

## **SPORT MANAGEMENT AND OPERATIONS**

### *Program Description*

Keiser University's Master of Science in Sport Management and Operations (MSSMO) is designed to provide students with the knowledge and skills needed for a professional career in the sport industry. The program prepares students for a variety of positions in the business of sports. The program imbues students with critical thinking skills, business acumen, and communication abilities to lead a multitude of sports endeavors – from little league to scholastic sports to higher education sports to professional sports. Ethical foundations and professional standards are established and reinforced. The MSSMO program encourages creativity and independent learning, while fostering a climate of classroom collaboration.

### *Program Objectives*

Upon completion of this program, students are able to:

- Effectively market sport, its products and services, for consumer consumption
- Limit liability in sport organizations through application of both risk management and best legal practices
- Design, implement, and manage sport events and facilities
- Identify and utilize trends in sport consumption to manage market strategies for the improved consumption of a sport product or service
- Apply best practices in sales to improve sales performance in a sport organization
- Apply ethical principles and critical thinking in the management and leadership of diverse sport organizations
- Assess current issues in sport management – in light of technology – and their likely impact on varying sport organizations
- Discuss how the economics and finance of sport influence the business decisions of sport organizations
- Manage the day-to-day business aspects of a sport organization toward the fulfillment of that organization's mission and objectives
- Communicate effectively in speech, writing, other methods, and through technology to diverse stakeholders

### *Pre-requisites for Major Courses*

Students are required to take SMO600 Internship before taking SMO610 Sport Management and Operations Capstone.

### *Program Outline*

To receive a Master of Science degree in Sport Management and Operations, students must earn 36 graduate semester credit hours as described below. The length of this program is approximately 24 months for a full-time student.

### **Master of Science in Sport Management and Operations Major Courses (36.0 credit hours)**

SMO500	Sport Business Management	3.0 credit hours
SMO510	Venue and Event Operations	3.0 credit hours
SMO520	Governance and Policy in Sport Organizations	3.0 credit hours
SMO530	Sport Marketing and Revenue Generation	3.0 credit hours
SMO540	Sport Communications and Public Relations	3.0 credit hours
SMO550	Sponsorship and Fund Raising	3.0 credit hours
SMO560	Sport Finance and Economics	3.0 credit hours

SMO570	Legal Aspects of Sport and Risk Management	3.0 credit hours
SMO580	Sport Leadership and Ethics	3.0 credit hours
SMO590	Technology and Social Media in Sport	3.0 credit hours
SMO600	Internship	3.0 credit hours
SMO610	Sport Management and Operations Capstone*	3.0 credit hours

*\*SMO610 taken in last term, pre-req SMO600*



## GRADUATE BUSINESS CERTIFICATES

### ***HEALTH SERVICES MANAGEMENT MANAGEMENT AND LEADERSHIP MARKETING***

#### *Program Description*

Keiser University's Graduate Business Certificate programs educate students in the theories and practices of the business world. The certificate programs are geared toward students who want to learn the foundational skills in a particular field or those who want to build upon their existing senior-level experience to advance their career in one of the subject areas. The courses in each of the areas can be applied toward an MBA degree for candidates who meet admissions criteria. Certificate students specialize in one of the following areas: Health Services Management, Management and Leadership, or Marketing.

*(Note: The Marketing certificate program is offered only at the San Marcos, Nicaragua site and in Spanish).*

#### *Pre-requisites for Core Courses*

- A baccalaureate degree from an accredited institution
- Professional resume
- Interview with MBA concentration chair
- A one-page personal statement describing the applicant's expectations of the certificate program

**NOTE:** Courses in the Graduate Business Certificate program are eight-weeks in length and students are scheduled for one or two courses concurrently. Courses in the Graduate Business Certificate in Marketing program are four-weeks in length.

### *Program Outline*

To receive a Graduate Business Certificate in Health Services Management or Management and Leadership, students must earn 18 graduate semester credit hours in an approved certificate program area as described below. All 18 credit hours must be completed through Keiser University. The length of this program is approximately 12 months. To receive a Graduate Business Certificate in Marketing, students must earn 9 graduate semester credit hours as described below. All 9 credit hours must be completed through Keiser University. The length of this program is approximately 3 months, consisting of three 1-month graduate courses.

#### **Health Services Management Graduate Certificate (18 credit Hours)**

MAN571	Organizational Behavior (co-requisite)	3.0 credit hours
MKT531	Marketing Management	3.0 credit hours
MAN674	Global Human Resource Management	3.0 credit hours
HSM691	Quality Management in Health Care	3.0 credit hours
HSM692	Strategic Management of Health Services Organizations	3.0 credit hours
HSM 693	Corporate Compliance in Health Care	3.0 credit hours

#### **Management Leadership Graduate Certificate (18 Credit Hours)**

MAN571	Organizational Behavior (co-requisite)	3.0 credit hours
MAN551	International Business	3.0 credit hours
MAN574	Managerial Communication	3.0 credit hours
MAN671	Leadership Development	3.0 credit hours
MAN672	Cross Cultural Management	3.0 credit hours
MAN673	Organizational Change	3.0 credit hours

#### **Marketing Graduate Certificate (9 Credit Hours) *Only offered at the San Marcos, Nicaragua site***

MKT631	Marketing Research and Analytics	3.0 credit hours
MKT633	Promotional Strategy	3.0 credit hours
MKT637	Digital Marketing	3.0 credit hours

#### **Marketing Graduate Certificate (Spanish) (9 Credit Hours) *Only offered at the San Marcos, Nicaragua site***

MKT631S	Marketing Research and Analytics	3.0 credit hours
MKT633S	Promotional Strategy	3.0 credit hours
MKT637S	Digital Marketing	3.0 credit hours

For information on graduation rates, student debt levels, and other disclosures, visit [www.Keiseruniversity.edu/Consumerinfo](http://www.Keiseruniversity.edu/Consumerinfo)

## EDUCATION



### ***DOCTOR OF PHILOSOPHY DEGREES CURRICULUM AND INSTRUCTION***

#### *Program Description*

The Ph.D. in Curriculum and Instruction provides the knowledge and skills to individuals concerned with the research, design, teaching, assessment, and professional development related to P-20 education. The program is designed for educators who aspire to lead the development of curriculum for the 21st century. Graduates will demonstrate real-world and scholarly knowledge to improve the performance of educational institutions.

#### *Program Mission*

The mission of the doctoral program in Curriculum and Instruction is to prepare leaders in K-12 and higher education to ensure student achievement is maximized in the teaching and learning processes. With a focus on extensive examination of theory and practice, the program provides an evidence-based foundation for excellence in all aspects of curriculum development and implementation from philosophy to design, instructional strategies, and assessment.

#### *Goals*

1. The program will graduate educational practitioners and researchers that can lead schools, school districts, and institutions in developing exemplary educational programs.
2. The program will develop curriculum and instruction leadership skills in students preparing them for the challenges of today's educational landscape.
3. The program will prepare professionals to implement teaching and learning processes based on research and best practices in schools, higher education institutions, and other appropriate organizations.

#### *Program Objectives*

The Doctor of Philosophy degree in Curriculum and Instruction prepares scholar professionals to apply theoretical foundations in curriculum and instruction. The program fosters the advanced skills to research, design, develop, implement, evaluate and disseminate innovative educational content in a variety of learning environments to improve student achievement and to affect positive societal change. In addition, the program prepares leaders to work with faculty at the P-



20 levels to enhance the quality of instruction focused on excellent, effective curriculum development and instructional strategies. Upon completion of this program, students are able to:

- Analyze social, historical, and policy factors in the development and current practices of curriculum and instruction.
- Apply research processes within the field of curriculum and instruction, including practical design, analysis, and reporting.
- Create a shared vision of a learning culture by understanding and responding to the political, social, economic, legal, and cultural environment.
- Evaluate and apply best practices in instruction using effective teaching practices, emerging technologies, and assessment techniques to achieve optimal educational outcomes.
- Advance the body of knowledge through relevant, reflective, research, and scholarship.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications

**Pre-requisites for Major Courses**

- Master degree from an accredited institution.

**NOTE:** Courses in the PhD program are eight-weeks in length and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation course per semester.

*Program Outline*

To receive a Doctor of Philosophy in Curriculum and Instruction degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months.

**Doctor of Philosophy in Curriculum and Instruction (60 credit hours)**

**Foundation Courses (15.0 credit hours)**

EDU710	Ethical and Legal Issues in Education/ Leadership	3.0 credit hours
EDU712	Policy, Politics, and Community Relations (program pre-requisite course)	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours
EDU742	Classroom Management	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours

**Curriculum and Instruction Core Courses (18.0 credit hours)**

EDU741	Differentiated Instruction	3.0 credit hours
CIL743	Curriculum: Advanced Theory and Research	3.0 credit hours
CIL744	Instruction: Advanced Theory and Research	3.0 credit hours
CIL745	Assessment for Student Learning	3.0 credit hours
CIL746	Curriculum and Instruction for Professional Development	3.0 credit hours
IDT723	Instructional Design Theory	3.0 credit hours

**Research Courses (15.0 credit hours)**

RSM700	Quantitative Research I	3.0 credit hours
RSM800	Quantitative Research II	3.0 credit hours
RSM810	Qualitative Research	3.0 credit hours
RSM811	Mixed Methods	3.0 credit hours
*RSM820	Advanced Research: Pre-Proposal and Literature Review	3.0 credit hours

(Pre-requisites: RSM700, RSM800, RSM810, and RSM811)

\*RSM820 is scheduled as the last course and is not scheduled with any other course.

### **Dissertation Courses** (12.0 credit hours)

Students must be admitted to candidacy before enrolling in Dissertation Courses.

EDR900                      Dissertation                      2.0 credit hours

### **Residency Requirement**

Doctoral students must complete two residencies, one in the first year of the program; the second prior to taking RSM820.

DOPR                      Doctor of Philosophy Residency One

DOPR2                      Doctor of Philosophy Residency Two

*\*See Teaching Education information for Alabama applicants/students at end of section.*



## ***EDUCATIONAL LEADERSHIP***

### ***Program Description***

Keiser University's Doctor of Philosophy in Educational Leadership degree prepares reflective scholars and capable professionals who apply theory, method, and research to dynamically improve schools under their leadership and, ultimately, the communities they serve. The program fosters lifelong learning and values leadership, ethical and informed decision-making, diversity, assessment, program evaluation, effective communication, and technology.

### ***Program Mission***

Keiser University is dedicated to the application of research, knowledge, and skills within a wide range of academic and professional fields. The mission of the Educational Leadership program is to provide students with high quality, relevant opportunities to create new knowledge through research, which are applicable in the workplace and in society.

### **Goals:**

1. To provide access to education through online programs that provide opportunities for personal and professional growth
2. To graduate students who will use their knowledge to affect change and instill excellence in research, teaching, and their communities
3. To lead the innovation of solutions to complex problems in society through research, teaching, and community partnerships

### ***Program Objectives***

Keiser University's PhD in Educational Leadership program enables students to contribute to the education profession through independent learning, scholarship, and research. Upon completion of this program, students are able to:

- Apply leadership theory and ethical, reflective decision-making to manage and administer schools and school systems.
- Evaluate and apply best practices in instruction using effective teaching practices, emerging technologies, and assessment techniques to achieve optimal educational outcomes.

- Create a shared vision of a learning culture by understanding and responding to the political, social, economic, legal and cultural environment.
- Respond to diverse communities of interest to create a safe, efficient, and effective learning environment.
- Continue to renew and develop expertise in the field of leadership demonstrated by effective written, spoken, and digital communication.
- Advance the body of knowledge through relevant, reflective, action-oriented research and scholarship.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

### *Pre-requisites for Major Courses*

- Master degree from an accredited institution.

**NOTE:** Courses in the PhD program are eight-weeks in length and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation course per semester.

### *Program Outline*

To receive a Doctor of Philosophy in Educational Leadership degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months.

## **Doctor of Philosophy in Educational Leadership (60.0 credit hours)**

### **Foundation Courses (15.0 credit hours)**

EDU710	Ethical and Legal Issues in Education/ Leadership	3.0 credit hours
EDU712	Policy, Politics, and Community Relations (program pre-requisite course)	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours
EDU730	Funding of Educational Institutions	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

### **Leadership Core Courses (12.0 credit hours)**

EDL750	Leadership: Theory and Management	3.0 credit hours
EDL751	Leadership: Assessment and Program Evaluation	3.0 credit hours
EDL752	Leadership: Reform and Innovation	3.0 credit hours
EDL753	Leadership: Human Resources and Professional Development	3.0 credit hours

### **Elective Courses (6.0 credits required)**

IDT722	Management of Distance Education	3.0 credit hours
IDT720	Designing Training and Performance Solutions	3.0 credit hours
EDU741	Differentiated Instruction	3.0 credit hours
EDU742	Classroom Management	3.0 credit hours
EDU760	The Profession and Practice of Adult Education	3.0 credit hours
EDU762	The Foundations, Theory, and Practice of Adult Education	3.0 credit hours

### **Research Courses (15.0 credit hours)**

RSM700	Quantitative Research I	3.0 credit hours
RSM800	Quantitative Research II	3.0 credit hours

RSM810	Qualitative Research	3.0 credit hours
RSM811	Mixed Methods	3.0 credit hours
*RSM820	Advanced Research: Pre-Proposal and Literature Review	3.0 credit hours
	(Pre-requisites: RSM700, RSM800, RSM810, and RSM811)	

\*RSM820 is scheduled as the last course and is not scheduled with any other course.

### **Dissertation Courses (12.0 credit hours)**

Students must be admitted to candidacy before enrolling in Dissertation Courses.

EDR900	Dissertation	2.0 credit hours
--------	--------------	------------------

## ***INSTRUCTIONAL DESIGN AND TECHNOLOGY***

### *Program Description*

The Doctor of Philosophy degree in Instructional Design and Technology prepares reflective scholars and capable professionals who apply instructional systems design, theory, tools, and technologies to achieve desired educational and training outcomes in various settings. The program fosters lifelong learning and values leadership, ethical and informed decision-making, diversity, assessment, program evaluation, effective communication, and technology.

### *Program Mission Statement*

The mission of the Keiser University Instructional Design and Technology Program is to create stimulating learning environments so that current and future instructional design professionals gain knowledge and skills to be successful in the field.

### *Program Goals*

- To graduate students who are prepared to meet the practical challenges of research-based and technology enhanced instructional design.
- To prepare graduates to be independent thinkers and learners who demonstrate integrity and can work in an autonomous or team setting.
- To prepare graduates with the skills to recognize and apply the concepts of diversity around a wide range of instructional design and educational topics through exemplary communication, design, application, delivery of methods, and recommendations supported by research.

### *Program Objectives*

Keiser University's PhD in Instructional Design Technology program enables students to contribute to the education and training profession through independent learning, scholarship, and research. Upon completion of this program, students are able to:

- Evaluate and apply current practices in course, program, and training development using effective instructional design and models supporting technology-based learning in various instructional situations.
- Continue to renew and develop expertise in the field of instructional design technology demonstrated by effective written, spoken, and digital communication.
- Evaluate and assess a range of technology-based learning models and integrate the use of effective technologies in supporting learner success.
- Explore and extrapolate implications in the advancement of future technologies in education and training on a global basis.
- Apply the skills and knowledge required in the use of multimedia applications in the development of training and learning activities.

- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.
- Advance the body of knowledge through relevant, reflective, action-oriented research and scholarship.

*Pre-requisites for Major Courses*

- Master degree from an accredited institution.

**NOTE:** Courses in the PhD program are eight-weeks in length and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation courses per semester.

*Program Outline*

To receive a Doctor of Philosophy in Instructional Design and Technology degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months.

**Doctor of Philosophy in Instructional Design Technology Major Core Courses (60.0 credit hours)**

**Foundation Courses (15.0 credit hours)**

EDU710	Ethical and Legal Issues in Education/ Leadership	3.0 credit hours
EDU712	Policy, Politics, and Community Relations (program pre-requisite course)	3.0 credit hours
IDT720	Designing Training and Performance Solutions	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

**Instructional Design Technology Core Courses (12.0 credit hours)**

IDT723	Instructional Design Theory	3.0 credit hours
IDT724	Analysis and Design of Technology- Based Learning Models	3.0 credit hours
IDT725	Instructional Multimedia	3.0 credit hours
IDT726	Current Issues in Instructional Technology	3.0 credit hours

**Elective Courses (6.0 credits required)**

IDT722	Management of Distance Education	3.0 credit hours
EDU730	Funding of Educational Institutions	3.0 credit hours
EDU741	Differentiated Instruction	3.0 credit hours
EDU742	Classroom Management	3.0 credit hours

**Research Courses (15.0 credit hours)**

RSM700	Quantitative Research I	3.0 credit hours
RSM800	Quantitative Research II (Pre-requisite RSM700)	3.0 credit hours
RSM810	Qualitative Research	3.0 credit hours
RSM811	Mixed Methods	3.0 credit hours
RSM820	Advanced Research: Pre-Proposal and Literature Review	3.0 credit hours

(Pre-requisites: RSM700, RSM800, RSM810, and RSM811)

RSM820 is scheduled as the last course and is not scheduled with any other course.

### **Dissertation Courses (12.0 credit hours)**

Students must be admitted to candidacy before enrolling in dissertation courses.

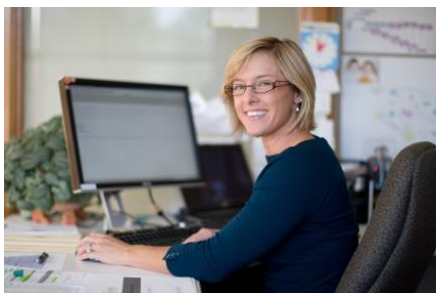
EDR 900	Dissertation	2.0 credit hours
---------	--------------	------------------

### **Residency Requirement**

Doctoral students must complete two residencies, one in the first year of the program, the second prior to taking RSM820.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency Two

*\*See Teaching Education information for Alabama applicants/students at end of section.*



## ***EDUCATION SPECIALIST DEGREES***

### ***EDUCATIONAL LEADERSHIP***

#### ***Program Description***

Keiser University's Education Specialist degree in Educational Leadership prepares reflective scholars and capable professionals who apply theory and method to dynamically improve schools under their leadership and, ultimately, the communities they serve. The program fosters lifelong learning and values leadership, ethical and informed decision-making, diversity, program evaluation, effective communication, and technology.

#### ***Program Objectives***

Keiser University's Education Specialist degree in Educational Leadership program enables students to contribute to the education profession through independent learning, scholarship, and research. Upon completion of this program, students are able to:

- Apply leadership theory and ethical, reflective decision-making to manage and administer schools and school systems.
- Evaluate and apply best practices in instruction using effective teaching practices, emerging technologies, and assessment techniques to achieve optimal educational outcomes.
- Create a shared vision of a learning culture by understanding and responding to the political, social, economic, legal and cultural environment.
- Respond to diverse communities of interest to create a safe, efficient, and effective learning environment.
- Continue to renew and develop expertise in the field of leadership demonstrated by effective written, spoken, and digital communication.

- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

*Pre-requisites for Major Courses*

- Master degree from an accredited institution

**NOTE:** Courses in the Education Specialist program are eight-weeks in length and students are scheduled for one or two courses concurrently.

*Program Outline*

To receive an Education Specialist degree, students must earn 30 graduate semester credit hours as described below. Students must pass a Comprehensive Examination at the completion of coursework. The length of this program is approximately 20 months.

**Educational Specialist in Educational Leadership Major Core Courses (30.0 credit hours)**

**Foundation Courses (18.0 Credit Hours)**

EDU712	Policy, Politics, and Community Relations (program pre-requisite course)	3.0 credit hours
EDU710	Ethical and Legal Issues in Education/Leadership	3.0 credit hours
IDT720	Designing Training and Performance Solutions	3.0 credit hours
IDT721	Leading Technologies Innovation	3.0 credit hours
EDU730	Funding of Educational Institutions	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

**Leadership Core (12.0 Credit Hours)**

EDL750	Leadership: Theory and Management	3.0 credit hours
EDL751	Leadership: Assessment and Program Evaluation	3.0 credit hours
EDL752	Leadership: Reform and Innovation	3.0 credit hours
EDL753	Leadership: Human Resources and Professional Development	3.0 credit hours

**Comprehensive Examination**

Passing Score

*\*See Teaching Education information for Alabama applicants/students at end of section.*

***INSTRUCTIONAL DESIGN AND TECHNOLOGY***

*Program Description*

Keiser University’s Education Specialist degree in Instructional Design and Technology prepares reflective scholars and capable professionals who apply instructional systems design, theory, tools, and technologies to achieve desired educational and training outcomes in various settings. The program fosters lifelong learning and values leadership, ethical and informed decision- making, diversity, assessment, program evaluation, effective communication, and technology.

*Program Mission Statement*

The mission of the Keiser University Instructional Design and Technology Program is to create stimulating learning environments so that current and future instructional design professionals gain knowledge and skills to be successful in the field.

## *Program Goals*

- To graduate students who are prepared to meet the practical challenges of research-based and technology enhanced instructional design.
- To prepare graduates to be independent thinkers and learners who demonstrate integrity and can work in an autonomous or team setting.
- To prepare graduates with the skills to recognize and apply the concepts of diversity around a wide range of instructional design and educational topics through exemplary communication, design, application, delivery of methods, and recommendations supported by research.

## *Program Objectives*

Keiser University's Education Specialist degree in Instructional Design and Technology program enables students to contribute to the education and training profession through independent learning, scholarship, and research. Upon completion of this program, students are able to:

- Evaluate and apply current practices in course, program, and training development using effective instructional design and models supporting technology-based learning in various instructional situations.
- Continue to renew and develop expertise in the field of instructional design technology demonstrated by effective written, spoken, and digital communication.
- Evaluate and assess a range of technology-based learning models and integrate the use of effective technologies in supporting learner success.
- Explore and extrapolate implications in the advancement of future technologies in education and training on a global basis.
- Apply the skills and knowledge required in the use of multimedia applications in the development of training and learning activities.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

## *Pre-requisites for Major Courses*

- Master degree from an accredited institution.

**NOTE:** Courses in the Education Specialist program are eight-weeks in length and students are scheduled for one or two courses concurrently.

## *Program Outline*

To receive an Education Specialist degree in Instructional Design and Technology, students must earn 30 graduate semester credit hours as described below. Students must pass a Comprehensive Examination at the completion of coursework. The length of this program is approximately 20 months.

### **Education Specialist in Instructional Design and Technology Major Core Courses (30.0 credit hours)**

#### **Foundation Courses (18.0 credit hours)**

EDU710	Ethical and Legal Issues in Education/Leadership	3.0 credit hours
EDU712	Policy, Politics, and Community Relations	3.0 credit hours
EDU730	Funding of Educational Institutions (program pre-requisite course)	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours
IDT720	Designing Training and Performance	



	Solutions	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours

**Instructional Design and Technology Core Courses (12.0 credit hours)**

IDT723	Instructional Design Theory	3.0 credit hours
IDT724	Analysis and Design of Technology- Based Learning Models	3.0 credit hours
IDT725	Instructional Multimedia	3.0 credit hours
IDT726	Current Issues in Instructional Technology	3.0 credit hours

*Comprehensive Examination*

Passing Score

*\*See Teaching Education information for Alabama applicants/students at end of section.*



**MASTER OF SCIENCE DEGREES**

**EDUCATION, ALLIED HEALTH TEACHING AND LEADERSHIP**

*Program Description*

Keiser University’s Master of Science in Education, Allied Health Teaching and Leadership provides instructors, administrators, program directors, and other personnel an intensive study of theory and practice in the field of healthcare education. The program fosters independent learning and prepares students to contribute through leadership and scholarship to the education profession. Students complete a foundation of courses in such areas as diversity, curriculum design, ethics, evaluation and assessment, decision-making, and instructional technology before focusing on enrollment management, student retention, trends and issues in health care education and management. Graduates are able to demonstrate knowledge and application of theory and to critically analyze and competently solve problems in this area of education based on applied research methods.

*Program Objectives*

Keiser University’s MEd AHTL program prepares students to contribute to the education profession as leaders. Upon completion of the program, students are able to:

- Demonstrate theory-based and practical leadership in K-12, higher education, and related fields.
- Incorporate critical thinking, scholarly writing, research, and technology in practice.
- Design and assess curriculum, instruction, and programs related to student success.
- Direct educational operations including enrollment management, student retention, and educational effectiveness in community and institution programs.
- Exhibit competency in professional practices including ethics, diversity, legal issues, and communication with all educational stakeholders.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

*Pre-requisites for Major Courses*

Baccalaureate Degree from an accredited institution

The Master of Science in Education, Allied Health Teaching and Leadership is designed to meet the needs of students with accredited baccalaureate degrees. Students may be instructors, program directors, and managers of higher education healthcare programs as well as community health educators and leaders.

NOTE: Courses in the MSE AHTL program are each eight-weeks in length, and students are scheduled for one or two courses per term.

*Program Outline*

To receive a Master of Science in Education, Allied Health Teaching and Leadership degree, students must earn 36 graduate semester credit hours as described below. In the final semester of their program, students complete an action research project related to their area of interest. No electives are offered in this program. The length of this program is approximately 24 months.

**Master of Science in Education, Allied Health Teaching and Leadership Major Core Courses (36.0 credit hours)**

EDU 510	Affirming Diversity	3.0 credit hours
EDU 512	Education Governance, Motivation and Ethical Decision Making	3.0 credit hours
EDU 513	Advanced Curriculum Design	3.0 credit hours
EDU 514	Advanced Educational Assessment and Evaluation	3.0 credit hours
EDU 515	Law in Ethics	3.0 credit hours
EDU 521	Learning Theories Applied To Classroom Instruction and Management	3.0 credit hours
EDU 580	Issues and Trends in Health Care Education Programs	3.0 credit hours
EDU581	Developing, Implementing, and Evaluating Health Ed Programs in Institutions and Communities	3.0 credit hours
EDU582	Compliance and Legal/Ethical Issues in Health Education	3.0 credit hours
EDU583	Health Behavior Theory in Health Education	3.0 credit hours
RSM551	Action Research I (Prerequisite for RSM611)	3.0 credit hours
RSM611	Action Research II (Capstone)	3.0 credit hours

*\*See Teaching Education information for Alabama applicants/students at end of section.*

**EDUCATION, CAREER COLLEGE ADMINISTRATION**

*Program Description*

Keiser University’s Master of Science in Education, Career College Administration (MSEd CCA) provides administrators, program directors, and other personnel an intensive study of theory and practice in the field of career college education administration. The program fosters independent learning and prepares students to contribute through leadership and scholarship to the career education profession. Students complete a foundation of courses in such areas as diversity, curriculum design, ethics, decision-making, and instructional technology before focusing on marketing, enrollment management, student services, financial management, compliance, outcomes, campus operations, as well as personnel selection and development. Graduates are able to demonstrate knowledge and application of theory and to critically analyze and solve problems based on applied research methods.

## Program Objectives

Keiser University's MEd CCA program prepares students to contribute to the education profession as leaders. Upon completion of the program, students are able to:

- Demonstrate theory-based and practical leadership in career college administration and other educational fields.
- Incorporate critical thinking, scholarly writing, research, and technology in practice.
- Design and assess curriculum, instruction, and programs related to student success.
- Direct educational operations including marketing, financial management, outcomes improvements, campus operations, student services, personnel recruitment and development, and enrollment management.
- Exhibit competency in professional practices including ethics, diversity, legal issues, and communication with all educational stakeholders.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

## Pre-requisites for Major Courses

Baccalaureate Degree from an accredited institution

The Master of Science in Education, Career College Administration is designed to meet the needs of students with accredited baccalaureate degrees. Students may be admissions staff, financial aid personnel, bursars, student services personnel, administrators, other employees of career colleges, program directors, or instructors seeking to become administrators.

**NOTE:** Courses in the MEd CCA program are each eight-weeks in length, and students are scheduled for one or two courses per term.

## Program Outline

To receive a Master of Science in Education, Career College Administration degree, students must earn 36 graduate semester credit hours as described below. In the final semester of their program, students complete an action research project related to their area of interest. No electives are offered in this program. The length of this program is approximately 24 months.

### Master of Science in Education, Career College Administration Major Core Courses (36.0 credit hours)

EDU 510	Affirming Diversity	3.0 credit hours
EDU 512	Education Governance, Motivation and Ethical Decision Making	3.0 credit hours
EDU 513	Advanced Curriculum Design	3.0 credit hours
EDU 514	Advanced Educational Assessment and Evaluation	3.0 credit hours
EDU 515	Law in Ethics	3.0 credit hours
EDU 552	Personnel Selection and Development	3.0 credit hours
EDU 560	Enrollment Management Theory and Practice	3.0 credit hours
EDU 562	Higher Education Marketing	3.0 credit hours
EDU 564	Leading Career Education in America	3.0 credit hours
EDU566	Managing Career Colleges for Successful Outcomes	3.0 credit hours
RSM551	Action Research I (Prerequisite for RSM611)	3.0 credit hours
RSM611	Action Research II (Capstone)	3.0 credit hours

*\*See Teaching Education information for Alabama applicants/students at end of section.*

## ***EDUCATION, LEADERSHIP***

### ***Program Description***

Keiser University's Master of Science in Education, Leadership (MSEd L) provides experienced educators the preparation to become educational institution leaders and administrators. The program fosters independent learning and prepares students to contribute through leadership and scholarship to the education profession. Students complete a foundation of courses in such areas as diversity, curriculum design, ethics, decision-making, and instructional technology before focusing on all aspects involving administrative roles. Graduates are able to demonstrate knowledge and application of theory and to critically analyze and solve education-related issues and problems based on applied research methods.

### ***Program Objectives***

Keiser University's MSEd L program prepares students to contribute to the education profession as leaders. Upon completion of the program, students are able to:

- Demonstrate theory-based and practical leadership in K-12, higher education, and related fields.
- Incorporate critical thinking, scholarly writing, research, and technology in practice.
- Design and assess curriculum, instruction, and programs related to student success.
- Direct educational operations including personnel selection and development, finance, safety, and data-driven decision making.
- Exhibit competency in professional practices including ethics, diversity, legal issues, and communication with all educational stakeholders.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

### ***Pre-requisites for Major Courses***

Baccalaureate Degree from an accredited institution

The Master of Science in Education, Leadership is designed to meet the needs of students with accredited baccalaureate degrees. Students may be licensed classroom practitioners, education administrators or teachers seeking positions within administration. State departments of education certify public school principals through an application and testing process. To be eligible for a school administrator license, most states require applicants to have at least three years of teaching experience and to hold graduate degrees.

**NOTE:** Courses in the MSEd L program are each eight-weeks in length, and students are scheduled for one or two courses per term.

### ***Program Outline***

To receive a Master of Science in Education, Leadership degree, students must earn 36 graduate semester credit hours as described below. In the final semester of their program, students complete an action research project related to their area of interest. No electives are offered in this program. The length of this program is approximately 24 months.

#### **Master of Science in Education, Leadership Major Core Courses (36.0 credit hours)**

EDU 510	Affirming Diversity	3.0 credit hours
EDU512	Education Governance, Motivation and Ethical Decision Making	3.0 credit hours
EDU 513	Advanced Curriculum Design	3.0 credit hours
EDU514	Advanced Educational Assessment and Evaluation	3.0 credit hours
EDU515	Law in Ethics	3.0 credit hours

EDU540	Current Trends and Issues in Education	3.0 credit hours
EDU550	Education System Organization and Leadership	3.0 credit hours
EDU552	Personnel Selection and Development	3.0 credit hours
EDU553	Education Budgeting and Finance	3.0 credit hours
EDU555	Internship in Educational Leadership	3.0 credit hours
RSM551	Action Research I (Prerequisite for RSM611)	3.0 credit hours
RSM611	Action Research II (Capstone)	3.0 credit hours

*See Teaching Education information for Alabama applicants/students at end of section.*

## ***EDUCATION, INSTRUCTIONAL DESIGN AND TECHNOLOGY***

Note: This program replaces Master of Science in Education, Online Teaching and Learning, effective July 9, 2021.

### ***Program Description***

The Master of Science in Education, Instructional Design and Technology program provides teachers, administrators, training developers, and instructional designers in the fields of education, public and private corporation/business, and government, the knowledge and skills to carry out instructional design plans. Focused coursework offers practice in program analyses, design utilizing current trends and issues in educational technology, best strategies in implementation, engagement in effective technology-enhanced instruction, and skills to evaluate and manage the ISD process.

### ***Program Objectives***

Keiser University's MEd IDT program prepares students to contribute to the education profession as leaders. Upon completion of this program, students are prepared to:

- Demonstrate theory-based and practical leadership in online education in K-12, higher education, and related fields.
- Incorporate critical thinking, scholarly writing, research, and technology in practice.
- Design and assess online curriculum, instruction, and programs related to student success.
- Direct educational operations related to instructional design including analysis, design, development of instructional materials, implementation, assessment, and with an emphasis on innovative technology-related procedures and practices.
- Exhibit competency in professional practices including ethics, diversity, legal issues, and communication with all educational stakeholders
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

### ***Pre-requisites for Major Courses***

- Baccalaureate degree from an accredited institution.
- The Master of Science in Education, Instructional Design and Technology is designed to meet the needs of students with accredited baccalaureate degrees.
- Students may be classroom teachers, education administrators, training development professionals or teachers seeking positions within administration, management, private corporations, education, and community organizations.

NOTE: Courses in the MEd IDT program are each eight-weeks in length, and students are normally scheduled for two courses concurrently.

## *Program Outline*

To receive a Master of Science in Education, Instructional Design and Technology degree, students must earn 36 graduate semester credit hours as described below. In the final semester of their program, students complete an action research project. No elective courses are offered in this program. The length of this program is approximately 24 months.

### ***Master of Science in Education, Instructional Design and Technology Major Core Courses (36.0 credit hours)***

EDU510	Affirming Diversity	3.0 credit hours
EDU512	Education Governance, Motivation and Ethical Decision Making	3.0 credit hours
EDU513	Advanced Curriculum and Instructional Design	3.0 credit hours
EDU514	Advanced Educational Assessment and Evaluation	3.0 credit hours
EDU 515	Law in Education	3.0 credit hours
EDU521	Learning Theories Applied to Classroom Instruction and Management	3.0 credit hours
EDU522	Continuous Improvement and Planning	3.0 credit hours
IDT575	Introduction to Instructional Systems Design	3.0 credit hours
IDT576	Instructional Materials Development	3.0 credit hours
EDU572	Design and Delivery of Web Conferences and Webinars	3.0 credit hours
RSM551	Action Research I (Prerequisite for RSM611)	3.0 credit hours
RSM611	Action Research II (Capstone)	3.0 credit hours

*\*See Teaching Education information for Alabama applicants/students at end of section.*

## ***EDUCATION, TEACHING AND LEARNING***

### ***Program Description***

Keiser University's Master of Science in Education, Teaching and Learning (MSEd TL) provides teachers the opportunity to improve their skills and instructional leadership for contributing to quality educational services in public and private educational institutions. The program fosters independent learning and prepares students to contribute through leadership and scholarship to the education profession. Students complete a foundation of courses in such areas as diversity, curriculum design, ethics, decision-making, and instructional technology before focusing on classroom management, the psychology of learning, instructional best practices, and leadership for teachers. Graduates are able to demonstrate knowledge and application of theory and to critically analyze and solve problems based on applied research methods.

### ***Program Objectives***

Keiser University's MSEd TL program prepares students to contribute to the education profession as leaders. Upon completion of the program, students are able to:

- Demonstrate theory-based and practical instructional leadership in K-12, higher education, and related fields
- Incorporate critical thinking, scholarly writing, research, and technology in practice
- Design and assess curriculum, instruction, and programs related to student success.
- Direct educational operations including classroom management, assessment of student learning, and accountability with an emphasis on innovative procedures and practices
- Exhibit competency in professional practices including ethics, diversity, legal issues, and communication with all educational stakeholders

- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations

### *Pre-requisites for Major Courses*

Baccalaureate Degree from an accredited institution

The Master of Science in Education, Teaching and Learning is designed to meet the needs of students with accredited baccalaureate degrees. Students may be certified teachers, instructors, administrators, or those interested in completing the science of teaching degree while working on alternative teacher certification.

**NOTE:** Courses in the MEd TL program are each eight-weeks in length, and students are scheduled for one or two courses per term.

### *Program Outline*

To receive a Master of Science in Education, Teaching and Learning degree, students must earn 36 graduate semester credit hours as described below. In the final semester of their program, students complete an action research project related to their area of interest. No electives are offered in this program. The length of this program is approximately 24 months.

### **Master of Science in Education, Teaching and Learning Major Core Courses (36.0 credit hours)**

EDU510	Affirming Diversity	3.0 credit hours
EDU512	Education Governance, Motivation and Ethical Decision Making	3.0 credit hours
EDU513	Advanced Curriculum and Instructional Design	3.0 credit hours
EDU514	Advanced Educational Assessment and Evaluation	3.0 credit hours
EDU 515	Law in Ethics	3.0 credit hours
EDU520	Psychological Basis of Education	3.0 credit hours
EDU521	Learning Theories Applied to Classroom Instruction and Management	3.0 credit hours
EDU522	Continuous Improvement and Planning	3.0 credit hours
EDU523	Teacher in American Society	3.0 credit hours
EDU524	Problem Solving and Critical Thinking	3.0 credit hours
RSM551	Action Research I (Prerequisite for RSM611)	3.0 credit hours
RSM611	Action Research II (Capstone)	3.0 credit hours

*\*See Teaching Education information for Alabama applicants/students at end of section.*

## **EDUCATION, SCHOOL COUNSELING**

### *Program Description*

Keiser University's Master's Degree program in School Counseling addresses the theory and practice of school counseling, providing graduates with leadership skills and practical tools to promote social and emotional wellness, mental health, and a positive school environment.

### *Program Objectives*

The overall objective of the program is to provide the student with the tools necessary for success in school counseling. The program goals are:

- Demonstrate theory-based and practical application of school counseling skills and leadership the promotion for mental health and a positive school environment.

- Exhibit competency in professional practices including ethics, diversity, legal issues, and communication with all educational stakeholders.
- Understand the role, function, and professional identity of school counselors, understand professional issues unique to the school environment and community.
- Be able to articulate comprehension of a variety of theoretical perspectives on human behavior as well as articulate their personal rationale for and approach to school counseling.
- Develop self-awareness, knowledge, and skills related to issues of diversity and multiculturalism in serving a broad spectrum of individuals, families, and communities, including demonstrating effective strategies for school-aged student and matters of equity and accessibility.
- Respond to challenges that children and adolescents face including academic and emotional struggles to low self-esteem and issues at home.
- Demonstrate professional growth and development of the field of school counseling including association with relevant professional organizations.
- Demonstrate professional communication writing skills through organizing, thinking critically, and communicating ideas and information in documents and presentations.
- Incorporate critical thinking, scholarly writing, research, and technology in practice.

### *Program Outline*

To receive a Master of Science in Education in School Counseling degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 32-44 months.

#### **Core Counseling Courses (42.0 credits hours)**

SCH501	Foundations of Counseling	3.0 credit hours
SCH505	Counseling Across the Lifespan	3.0 credit hours
SCH510	Counseling Skills and Techniques	3.0 credit hours
SCH515	Counseling Theories and Practice	3.0 credit hours
SCH520	Ethical and Legal Issues in Counseling	3.0 credit hours
SCH525	Group Theories and Practice	3.0 credit hours
SCH530	Career Counseling	3.0 credit hours
SCH535	Counseling and Advocacy with Diverse Populations	3.0 credit hours
SCH540	Crisis Counseling	3.0 credit hours
SCH545	Counseling Intervention and Treatment Planning	3.0 credit hours
SCH550	Assessment in Counseling	3.0 credit hours
SCH565	Family Counseling	3.0 credit hours
SCH570	Foundations of Addiction and Addictive Behavior	3.0 credit hours
SCH580	Psychology of Exceptional and At-Risk Children	3.0 credit hours

\*SCH510 and SCH660 will include weekend residency requirement.

#### **Research Courses (9.0 credit hours)**

RSM610	Research and Program Evaluation	3.0 credit hours
RSM551	Action Research I (prerequisite for RSM611)	3.0 credit hours
RSM611	Action Research II	3.0 credit hours

#### **Clinical Experiences (9.0 credit hours)**



SCH660 Practicum in Counseling	3.0 credit hours
SCH661 Internship in Counseling I	3.0 credit hours
SCH662 Internship in Counseling II	3.0 credit hours

\*Students must successfully complete all courses prior to enrolling in SCH660.

\*Students must successfully complete SCH660 prior to enrolling in SCH661 and SCH662.

NOTE: Courses in the program are 16-weeks in length. Most courses are asynchronous in nature; however, some courses may require students to participate in activities at set times. The M.S. in School Counseling requires two courses (SCH510 AND SCH660) where students will receive on-campus instruction during an intensive weekend. Students will focus on skill development in counseling, applying knowledge gained in coursework. Students will receive individual interaction, direction, and feedback from faculty members, opportunities to share experiences and insights with peers, and preparation for clinical work in practicum and internship settings. Attendance of the intensive weekend portion of these courses is required and part of the course grade. Courses are offered at specific times during the program. When following a typical student program plan, students will come to campus during the first year of the program and again while completing the practicum experience.

### **Clinical Experiences**

Toward the end of the program, students will complete clinical experiences, referred to as practicum and internship. During this time, students have the opportunity to put into practice what they have learned in their coursework. Students will practice foundational counseling skills and gradually integrate more advanced skills, while receiving individual and group supervision. Students will be responsible for selecting an appropriate site that can provide the types of activities, clients, and clinical supervision required. Students should consult with their academic advisor for details regarding their required experiences and supervisor qualifications. Students are required to obtain a minimum of 100 hours of practicum experience and 600 internship hours. The program prepares students for, but does not guarantee, licensure as a professional counselor. Students are strongly encouraged to contact their state licensing board to determine the requirements needed in the state in which they are seeking licensure prior to beginning any counseling program.

## ***MASTER OF SCIENCE IN GOLF TEACHING AND LEARNING***

### *Program Description*

Keiser University's Master of Science in Golf Teaching and Learning offers an intensive program that provides golf instructors, and those aspiring to become golf instructors, with theoretical and practical knowledge in teaching and learning concepts such as the science of the golf swing, the science of learning, motor skill acquisition, facilitating the adult golfer, teaching the youth golfer, and the business of teaching. The curriculum prepares students for careers in the golf instruction industry.

### *Program Objectives*

The overall objective of the program is to provide the student with the highest level of educational value to provide the tools necessary for success in teaching the game of golf. The program goals are:

- Identify broad based program goals consistent with the program's mission.
- To develop students' skills and abilities as golf instructors by interleaving the various mental, physical, age-specific, and conceptual aspects relating to golf instruction.
- To provide students with a framework from which they can further develop their teaching strategies, philosophies, and practices and be able to mentor less-experienced golf instructors.
- To expose students to the concepts and practice of live research.
- Expose students to the proper physical and mental competencies required of golf instructors.

- Develop students’ abilities to analyze and make decisions regarding management of golf instructional programs, facilities and equipment, and staff.
- Provide students the opportunity to demonstrate effective teaching techniques, including in the areas of golf fitness and nutrition.
- Provide students with a theoretical understanding of how learning and motor skill development occur.
- Provide students a background in the differences between pedagogy and andragogy.
- Ensure students understand research concepts and techniques and conduct a theoretically sound research project.

*Pre-requisites for Major Courses*

None

*Program Outline*

To receive a Master of Science in Golf Teaching and Learning degree, students must earn graduate semester credit hours as described below. The length of this program is approximately 24 months.

**Master of Science in Golf Teaching and Learning Major Courses (36.0 credit hours)**

SPM500	The Science of the Golf Swing	3.0 credit hours
SPM510	The Science of Learning	3.0 credit hours
SPM520	Motor Skill Acquisition	3.0 credit hours
SPM530	Impact-based Golf Instruction	3.0 credit hours
SPM540	Facilitating the Adult Golfer	3.0 credit hours
SPM550	Teaching the Youth Golfer	3.0 credit hours
SPM560	Golf Fitness and Nutrition	3.0 credit hours
SPM570	The Mental Aspect of Teaching: Problem Solving and Critical Thinking in Golf	3.0 credit hours
SPM580	History of the Golf Profession	3.0 credit hours
SPM590	The Business of Teaching Golf	3.0 credit hours
RSM551	Action Research I	3.0 credit hours
RSM611	Action Research II	3.0 credit hours



***JOINT GRADUATE DEGREE PROGRAMS  
EDUCATION AND BUSINESS***

*Program Description*

The Joint Master of Science in Education and Master of Business Administration (MSEd-MBA) degree program is designed for career college professionals who aspire to leadership positions in

postsecondary education. The joint degree program fosters independent learning and enables students to contribute intellectually to the field of career college administration. The curriculum focuses on the essential knowledge and capabilities necessary to work as a career college leader by providing a foundation in technology, curriculum, personnel, enrollment management, higher education marketing and recruitment, campus operations, accounting, economics, finance, and project management. Graduates are able to demonstrate a conceptual understanding of advanced educational theory and practice and to critically analyze and solve problems based on applied research methods.

### *Program Objectives*

Keiser University’s MSE-MBA program enables students to lead education-related organizations and businesses. Upon completion of this program, students are able to:

- Demonstrate theory-based and practical leadership in higher education and related fields.
- Direct educational operations including marketing, campus operations, personnel recruitment and development, and enrollment management.
- Exhibit competency in professional practices including ethics, diversity, legal issues, and communication with all education and business stakeholders.
- Incorporate critical thinking, scholarly writing, research, and technology in practice.
- Design and assess curriculum, instruction, and programs related to student success.
- Apply selected methods of quantitative analysis to enhance business decisions.
- Evaluate an organization’s financial position through financial statement analysis and/or forecasting.
- Compare economic environments and markets and their impact on education-related business.
- Through a conceptual understanding, apply managerial leadership skills, marketing strategies, and/or international business concepts, theory, and research to critically analyze and solve problems in unpredictable environments.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

### *Pre-requisites for Major Courses*

- Baccalaureate degree from an accredited institution.

The Joint Master of Science in Education-Master of Business Administration is designed to meet the needs of students with accredited baccalaureate degrees. Students may be classroom practitioners, education administrators, teachers seeking positions within administration, or career college professionals.

**NOTE:** Courses in the Joint MSED MBA program are each eight-weeks in length, and students are scheduled for one or two courses concurrently.

### *Program Outline*

To receive a Joint Master of Science in Education – Master of Business Administration degree, students must earn 60 graduate semester credit hours as described below. In the final semester of their program, students complete a capstone business strategies project. The length of this program is approximately 40 months.

#### **Master of Science in Education Major Core Courses (30.0 credit hours)**

EDU510	Affirming Diversity	3.0 credit hours
EDU512	Education Governance, Motivation and Ethical Decision Making (co-requisite course)	3.0 credit hours
EDU513	Advanced Curriculum and Instructional Design	3.0 credit hours

EDU514	Advanced Educational Assessment and Evaluation	3.0 credit hours
EDU 515	Law in Ethics	3.0 credit hours
EDU560	Enrollment Management Theory and Practice	3.0 credit hours
EDU562	Higher Education Marketing	3.0 credit hours
EDU552	Personnel Selection and Development	3.0 credit hours
EDU 564	Leading Career Education in America	3.0 credit hours
EDU 566	Managing Career Colleges for Successful Outcomes	3.0 credit hours

**Masters of Business Administration Major Core Courses (30.0 credit hours)**

BUS510	Advanced Decision Making	3.0 credit hours
ACG5075	Accounting for Decision Making or	3.0 credit hours
FIN521	Financial Management	3.0 credit hours
MKT531	Marketing Management	3.0 credit hours
MAN542	Business Research Methods	3.0 credit hours
MAN551	International Business	3.0 credit hours
MAN571	Organizational Behavior	3.0 credit hours
ECO581	Managerial Economics	3.0 credit hours
MBA501	Advanced Quantitative Business Analysis	3.0 credit hours
BUS583	Strategic Planning and Implementation	3.0 credit hours

*\*See Teaching Education information for Alabama applicants/students at end of section.*

## GRADUATE EDUCATION CERTIFICATE PROGRAMS

### **CAREER COLLEGE ADMINISTRATION**

#### *Program Description*

The Graduate Education Certificate in Career College Administration provides current career college employees and executives essential skills in the field of career college management. This program provides theory and practical application focused on helping career college employees advance to management and strategic level positions. The curriculum focuses on enrollment management, marketing and recruitment, student retention, campus operations, personnel selection and development, and project management.

#### *Program Objectives*

Keiser University's Graduate Education Certificate in Career College Administration prepares students to contribute to the education profession as leaders. Upon completion of this program, students are prepared to assume leadership roles in education by:

- Demonstrating theory-based and practical leadership in career college education and related fields.
- Directing educational operations including marketing, campus operations, personnel recruitment and development, and enrollment management.
- Demonstrating professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

#### *Pre-requisites for Core Courses*

- A baccalaureate degree from an accredited institution
- Professional resume
- A one page personal statement describing the applicant's expectations of the certificate program

**NOTE:** Courses in the Graduate Education Certificate program are eight-weeks in length and students are scheduled for one or two courses concurrently.

## Program Outline

To receive a Graduate Education Certificate, students must earn 18 graduate semester credit hours in an approved certificate program area as described below. All 18 credit hours must be completed through Keiser University. The length of this program is approximately 12 months.

### Career College Administration (18.0 credit hours)

EDU560	Enrollment Management Theory and Practice	3.0 credit hours
EDU562	Higher Education Marketing	3.0 credit hours
EDU552	Personnel Selection and Development	3.0 credit hours
MAN573	Project Management	3.0 credit hours
EDU 564	Leading Career Education in American	3.0 credit hours
EDU 566	Managing Career Colleges for Successful Outcomes	3.0 credit hours

For information on graduation rates, student debt levels, and other disclosures, visit [www.KeiserUniversity.edu/Consumerinfo](http://www.KeiserUniversity.edu/Consumerinfo)

**\*Teacher Education information for Alabama applicants/students:** *State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).* [www.alsde.edu](http://www.alsde.edu)



## CHIROPRACTIC MEDICINE

### DOCTOR OF CHIROPRACTIC DEGREE

#### **CHIROPRACTIC PHYSICIAN**

##### *Program Description*

The Doctor of Chiropractic program at Keiser University is a rigorous professional program consisting of ten semesters of study which are completed over 40 months. It combines traditional lectures with small group learning, weekly conferences and seminars, laboratory and experiential sessions, and

clinical training opportunities at a number of sites. All coursework includes case- based relevancy for chiropractic practice as a portal-of-entry profession dedicated to excellence in spine care.

Throughout the ten semesters of study, a number of cross-cutting themes are embedded within the courses, enabling students to integrate their studies around a clinically relevant framework. These themes all focus on the role of chiropractic as a conservative clinical approach to spine care, and include chiropractic sports medicine, chiropractic geriatrics, and chiropractic general practice, as well as other cross-cutting themes such as wellness and health maintenance; ethic, professionalism and life-long learning; and, the role of the chiropractor as a team member in mainstream healthcare and public health. The Doctor of Chiropractic Program emphasizes the promotion of evidence-based health care, inter-professional collaboration and practice, and the highest standards of professional ethics.

The Doctor of Chiropractic degree program at the Keiser University College of Chiropractic Medicine is awarded programmatic accreditation by The Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, Phone: (480)443-8877, Website: [www.cce-usa.org](http://www.cce-usa.org).

### *Program Vision and Mission*

Our vision is to be the nation's leading school of chiropractic medicine. This vision implies a dual charge: to prepare Doctors of Chiropractic to serve the citizens of Florida and beyond, through excellence in care, education and research; and, to provide national and international leadership as an exemplar of chiropractic medical education. Our vision will be realized to the extent that others follow us.

Our mission is to graduate caring, critically-thinking Doctors of Chiropractic focusing on spine- care, who will serve the needs of Florida's citizens and beyond, to a diverse global society. Our graduates are committed to the highest standards of professional ethics; life-long learning; and, inter-professional collaboration as team members in the delivery of health care. We provide leadership to the chiropractic profession through excellence and innovation in education, research and patient care.

### *Program Objectives*

Keiser University's Doctor of Chiropractic program prepares students to:

- Utilize history taking, physical examination, diagnostic imaging and laboratory testing to collect data, and apply clinical reasoning skills to assess those data in order to arrive at a diagnosis
- Develop, implement and document a patient care plan which includes specific therapeutic goals and prognoses
- Assess the need for health promotion and disease prevention strategies to address the needs of patients and communities
- Develop effective interpersonal and communication skills for a wide range of healthcare related activities including patient care, professional collaboration, health education, as well as the documenting and reporting of healthcare information
- Understand, comply with, and rigorously implement accepted standards of professional ethics and jurisprudence
- Locate, critically appraise, and utilize relevant scientific literature and information to assess and improve patient care practices
- Contribute to the ongoing scholarly development of the chiropractic profession; and develop and implement strategies for life-long learning

### *Program Outline*

To receive a Doctor of Chiropractic degree from Keiser University, students must complete the prescribed course of study within a maximum of 6 years. The program consists of 10 semesters of continuous study over 40 months, totaling 216 credit hours. Over 25% of this consists of clinical experience in a variety of settings. Throughout the program, crosscutting themes are embedded in the

coursework, covering major areas of relevance to chiropractic practice, such as chiropractic sports medicine and chiropractic geriatrics.

**Doctor of Chiropractic Core Courses (216 credit hours)**

DCP711	Molecules and Cells	2.0 credit hours
DCP712	Biochemistry 1	3.0 credit hours
DCP713	Physiology 1	3.0 credit hours
DCP714	Biochemistry 2	3.0 credit hours
DCP715	Physiology 2	3.0 credit hours
DCP721	Gross and Spinal Anatomy 1	8.0 credit hours
DCP722	Histology	2.0 credit hours
DCP723	Gross and Spinal Anatomy 2	5.0 credit hours
DCP724	Gross Anatomy 3	5.0 credit hours
DCP725	Embryology and Genetics	1.0 credit hours
DCP731	Neuroscience	6.0 credit hours
DCP732	Pathology 1	3.0 credit hours
DCP761	Chiropractic Therapeutics 1	3.0 credit hours
DCP762	Principles of Chiropractic Practice 1	1.0 credit hours
DCP763	Chiropractic Therapeutics 2	5.0 credit hours
DCP764	Principles of Chiropractic Practice 2	1.0 credit hours
DCP765	Chiropractic Therapeutics 3	5.0 credit hours
DCP766	Principles of Chiropractic Practice 3	1.0 credit hours
DCP771	Clinical and Professional Development 1	1.0 credit hours
DCP772	Clinical Case Conference 1	1.0 credit hours
DCP773	Clinical and Professional Development 2	2.0 credit hours
DCP774	Grand Rounds 1.0 credit hours	
DCP775	Clinical and Professional Development 3	1.0 credit hours
DCP776	Grand Rounds	1.0 credit hours
DCP831	Pathology 2	3.0 credit hours
DCP832	Clinical Microbiology and Immunology	4.0 credit hours
DCP841	Diagnostic and Clinical Sciences 1 – Examination	5.0 credit hours
DCP842	Diagnostic and Clinical Sciences 2 – Introduction to Orthopedics	3.0 credit hours
DCP843	Diagnostic and Clinical Sciences 3 – Clinical Laboratory Diagnosis	3.0 credit hours
DCP844	Diagnostic and Clinical Sciences 4 – Orthopedics	3.0 credit hours
DCP845	Diagnostic and Clinical Sciences 5 – Clinical Laboratory Seminar	1.0 credit hours
DCP846	Diagnostic and Clinical Sciences 6 – Neurology	3.0 credit hours
DCP851	Diagnostic Imaging 1 (Technique)	3.0 credit hours
DCP852	Diagnostic Imaging 2 (Technique)	2.0 credit hours
DCP861	Chiropractic Therapeutics 4	5.0 credit hours
DCP862	Principles of Chiropractic Practice 4	1.0 credit hours
DCP863	Chiropractic Therapeutics 5 – Clinical Nutrition	3.0 credit hours
DCP864	Chiropractic Therapeutics 6	5.0 credit hours
DCP865	Chiropractic Therapeutics 7 –	

	Physiological Therapeutics	3.0 credit hours
DCP866	Chiropractic Therapeutics 8	4.0 credit hours
DCP867	Chiropractic Therapeutics 9 - Rehabilitation	3.0 credit hours
DCP871	Clinical and Professional Development 4	2.0 credit hours
DCP872	Grand Rounds	1.0 credit hours
DCP873	Clinical and Professional Development 5	2.0 credit hours
DCP874	Clinical Practice 1	4.0 credit hours
DCP875	Grand Rounds	1.0 credit hours
DCP876	Clinical and Professional Development 6	2.0 credit hours
DCP877	Clinical Practice 2	4.0 credit hours
DCP878	Grand Rounds	1.0 credit hours
DCP941	Diagnostic and Clinical Sciences 7 – Orthopedics	3.0 credit hours
DCP942	Diagnostic and Clinical Sciences 8 – Systems Disorders	5.0 credit hours
DCP943	Diagnostic and Clinical Sciences 9 – Emergency Care	1.0 credit hours
DCP944	Diagnostic and Clinical Sciences 10 – Women’s Health and Chiropractic Pediatrics	3.0 credit hours
DCP945	Diagnostic and Clinical Sciences 11 – Pharmacology	1.0 credit hours
DCP946	Diagnostic and Clinical Sciences 12 – Systems Disorders	5.0 credit hours
DCP947	Diagnostic and Clinical Sciences 13 – Chiropractic Geriatrics	3.0 credit hours
DCP948	Diagnostic and Clinical Sciences 14 – Public Health	2.0 credit hours
DCP949	Diagnostic and Clinical Sciences 15 – Topics in Contemporary Healthcare	2.0 credit hours
DCP951	Diagnostic Imaging 3 Technique and Interpretation	3.0 credit hours
DCP952	Diagnostic Imaging 4 - Interpretation	3.0 credit hours
DCP953	Diagnostic Imaging 5 - Interpretation	1.0 credit hours
DCP962	Chiropractic Therapeutics 10 – Nutritional Therapy Seminar	1.0 credit hours
DCP963	Chiropractic Therapeutics 11	1.0 credit hours
DCP964	Principles of Chiropractic Practice 5	1.0 credit hours
DCP971	Clinical and Professional Development 7	1.0 credit hours
DCP972	Clinical Practice 3 - Pre-clerkship	5.0 credit hours
DCP973	Grand Rounds	1.0 credit hours
DCP974	Clinical and Professional Development 8	2.0 credit hours
DCP975	Clinical Practice 4 - Clerkship	6.0 credit hours
DCP976	Grand Rounds	1.0 credit hours
DCP977	Clinical and Professional Development 9	1.0 credit hours
DCP978	Clinical Practice 5 - Clerkship	10.0 credit hours
DCP979	Grand Rounds	1.0 credit hours
DCP990	Clinical Practice 6 - Externship and/or Preceptorship 1	5.0 credit hours





## HEALTH SCIENCE

### **DOCTORATE OF HEALTH SCIENCE**

#### *Program Description*

The Doctor of Health Science degree provides healthcare professionals with the theory and skills to advance a career in health related administration, teaching, or clinical practice where advanced analytical and conceptual capabilities are required. This advanced degree will prepare graduates to better understand and effectively manage the ongoing challenges of access, cost, and quality in healthcare; and to skillfully analyze, plan, implement, and evaluate proposed solutions to these challenges. The focus is on critical analysis and evaluation of complex issues and challenges arising in professional practice. This program is intended to provide present healthcare professionals with the knowledge and skills to excel in project management, decision-making, managing organizational behavior, setting standards based on the evidence, and gaining the competence to apply research to their professional practice.

#### *Philosophy*

The Keiser University Doctor of Health Science program prepares healthcare professionals to effectively manage diverse populations and the ongoing challenges of access, cost, and quality in healthcare in the communities they serve; and to skillfully analyze, plan, implement, and evaluate proposed solutions to these challenges.

#### *Program Objectives*

Keiser University's Doctor of Health Science program prepares students to:

- Examine the dynamics of diverse populations and create a learning culture by understanding and responding to the political, social, economic, legal, and cultural environment as relates to health science
- Analyze challenges of access, cost, quality, and ethical issues in healthcare communities and select proposed solutions
- Apply leadership theory and decision-making skills to specific areas of health sciences
- Analyze and evaluate complex issues and challenges arising in the healthcare professionals' practice
- Plan and develop population specific healthcare programs to meet the needs of the communities served
- Propose practice standards based on medical evidence and evaluate the efficacy of the interventions
- Advance the body of knowledge through relevant action-oriented research and scholarship
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

**NOTE:** Courses in the Doctor of Health Science program are eight-weeks in length and students are scheduled for one or two courses concurrently. Students are required to attend two on-campus residencies at specified times during the program.

### *Program Outline*

To receive a Doctor of Health Science degree, students must earn 60 graduate semester credit hours as described below. Transfer of graduate credits will be evaluated on a case by case basis. The length of this program is approximately 44 months.

#### **Core Courses (39 credit hours)**

DBA700	Foundations in Research Writing	3.0 credit hours
DBA710	Management & Leadership Approaches	3.0 credit hours
HSC711	Delivery of Health Care to Diverse and Vulnerable Populations	3.0 credit hours
HSC721	Cultural and Ethical Influences on Global Population Health	3.0 credit hours
HSC722	Global Health Policy	3.0 credit hours
HSC731	Health Policy and Health Economics	3.0 credit hours
HSC741	Evidence-Based Health Care Practice	3.0 credit hours
HSC751	Health Care Financing	3.0 credit hours
HSC761	Health Informatics	3.0 credit hour
HSC871	Global Health Systems	3.0 credit hours
HSC771	Community Health Promotion and Disease Prevention	3.0 credit hours
RSM703	Epidemiology and Biostatistics in Health Care	3.0 credit hours
NUR706	Economics and Business Planning for Advanced Practice	3.0 credit hours

#### **Research Courses (9 credit hours)**

DBR800	Methods & Analysis of Quantitative Research	3.0 credit hours
DBR810	Survey Research Methods	3.0 credit hours
DBR811	Mixed Methods	3.0 credit hours

#### **Dissertation Courses (12 credit hours)**

Students must complete six DISS901 courses.

DISS901	Dissertation	2.0 credit hours
---------	--------------	------------------

#### **Residency Requirement**

Doctoral students must complete two residencies: one in the first year of the program, the second prior to DISS901.

DOPR Doctor of Philosophy Residency

DOPR2 Doctor of Philosophy Residency Two

## **DOCTOR OF NURSE ANESTHESIA PRACTICE DEGREE**

### ***DOCTOR OF NURSE ANESTHESIA PRACTICE (ENTRY-INTO-PRACTICE)***

#### *Program Description*

The Doctor of Nurse Anesthesia Practice program graduate will possess advanced competencies for nurse anesthesia practice, faculty, and leadership roles in nurse anesthesia. The program curriculum consists of didactic and the clinical components. The program integrates research, pathophysiology,

pharmacology, health assessment, general principles of anesthesia, and anesthesia for surgical procedures for application in the clinical setting. During the program of study, students will have the opportunity to apply evidence-based practices through the development of anesthesia care plans and hands-on experience in the operating room. Additionally, students will complete a capstone project that culminates with the completion of a scholarly work that demonstrates the ability to translate findings into practice, research, education, and/or administration applicable to nurse anesthesia practice. The final written work product may be in the form of a manuscript submitted for publication, a poster presented at a national meeting, design of innovative clinical practice model, or other effective means of dissemination.

The curriculum focuses on preparing registered nurses with a bachelor's degree to become Certified Registered Nurse Anesthetists (CRNA). Upon completion of the DNAP: Entry into Practice program, graduates who fulfill all program requirements will be eligible to sit for the National Certification Exam through the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) and upon passing the exam, will become a CRNA.

The Doctor of Nurse Anesthesia Practice: Entry into Practice program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and consists a 90 credit, 36-month program.

### *Program Mission*

The program incorporates a practitioner scholar model to prepare students as expert clinicians in the full scope of nurse anesthesia practice.

### *Program Objectives*

- Appreciate the scholarship of leadership in a variety of clinical settings
- Deliver patient-centered care in accordance with safety standards
- Implement evidenced based practice in decision making as anesthesia providers
- Incorporate information systems/technology to support multidisciplinary collaboration

### *Student Learning Outcomes*

- Perform comprehensive patient history and physical assessment across the life span (Assessment)
- Analyze health outcomes for a diverse population in a variety of clinical settings (Health Outcomes)
- Apply ethical principles and advanced clinical judgment to decision making processes (Ethics and Clinical Judgement)
- Provide leadership in promoting inter/intraprofessional collaboration (Leadership)
- Utilize technologies that support science-based theories, concepts and healthcare outcomes (Technology)
- Advocate for healthcare policy at institutional, state and/or national levels (Policy)
- Disseminate scholarly work using evidence-based practice/research (Scholarship)

### *Program Outline*

To receive a Doctor of Nurse Anesthesia Practice degree, students must earn 90 graduate semester credit hours including didactic courses (63 Credits), DNAP Capstone courses (12 credits), and clinical practice courses (15 credit hours). Courses in the DNAP: Entry into Practice program are 16 weeks in length and scheduled two to five courses concurrently. The length of this program is approximately 36 months.

### **Doctor in Nurse Anesthesia Practice Courses (90.0 credit hours)**

NGR701	Chemistry, Biochemistry, and Physics for Anesthesia	3.0 credit hour
--------	---	-----------------

NGR703	Advanced Principles of Physiology and Human Anatomy	3.0 credit hour
NGR704C	Anesthesia Equipment, Instrumentation, and Technology: Application and Evaluation	3.0 credit hour
NGR705	Advanced Pharmacology	3.0 credit hour
NGR706	Scientific Foundations for Evidence-Based Practice	3.0 credit hour
NGR715	Advanced Pharmacology for Anesthesia	3.0 credit hour
NGR714C	General Principles of Anesthesia	3.0 credit hour
NGR713	Advanced Pathophysiology Across the Lifespan I	3.0 credit hour
NGR717	Advanced Health Assessment for Diverse Populations	3.0 credit hour
NGR723	Advanced Pathophysiology Across the Lifespan II	3.0 credit hour
NGR724C	Anesthesia for Surgical Procedures I	3.0 credit hour
NGR728C	Nurse Anesthesia Care for Co-Existing Disease and Injury I	3.0 credit hour
NGR762	Healthcare Informatics Applications	3.0 credit hour
NGR729C	Regional Anesthesia	3.0 credit hour
NGR831	Anesthesia for Special Populations	3.0 credit hour
NGR834C	Anesthesia for Surgical Procedures II	3.0 credit hour
NGR838C	Nurse Anesthesia Care for Co-Existing Disease and Injury II	3.0 credit hour
NGR707	Business Management Applications in Evidence-Based Practice	3.0 credit hour
NGR830	Nurse Anesthesia Roles	3.0 credit hour
NGR844	Nurse Anesthesia Clinical Practicum I	3.0 credit hour
NGR840	Leadership in Advanced Practice Nursing: Influencing Policy and Improving Patient Outcomes	3.0 credit hour
NGR842	Capstone I: Topic & Literature Review	3.0 credit hour
NGR854	Nurse Anesthesia Clinical Practicum II	3.0 credit hour
NGR852	Capstone II: Methodology & IRB Submission	3.0 credit hour
NGR965	Nurse Anesthesia Clinical Practicum III	3.0 credit hour
NGR962	Capstone III: Implementation	3.0 credit hour
NGR975	Nurse Anesthesia Clinical Practicum IV	3.0 credit hour
NGR972	Capstone IV: Evaluation of Outcomes & Dissemination	3.0 credit hour
NGR980	Synthesis Seminar	3.0 credit hour
NGR985	Nurse Anesthesia Clinical Practicum V	3.0 credit hour

## ***DOCTOR OF NURSE ANESTHESIA PRACTICE (POST-MASTERS)***

### *Program Description*

This program builds upon prior knowledge obtained in the master's program in Nurse Anesthesia and focuses on clinical practice areas such as expanding knowledge in clinical practice and clinical leadership. The Post-Master's Doctor of Nurse Anesthesia Practice program at Keiser University is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and consists of 36-credit hours, requiring an additional two years of coursework beyond the master's curriculum. Graduates of the Master of Science in Nurse Anesthesia program from Keiser University, or

other COA accredited Master of Science in Nurse Anesthesia programs, may apply to advance their education in the Post-Master's Doctor of Nurse Anesthesia Practice program.

### *Program Mission*

To prepare qualified Certified Registered Nurse Anesthetists as expert clinicians who utilize leadership, research, and information technology to promote the highest quality of anesthesia care.

### *Program Objectives*

Upon completion of the program, students will be able to:

1. Demonstrate nurse anesthesia scholarship through presentations, publications, and leadership activities. (Scholarship)
2. Utilize oral and written communication skills at the doctoral level through supporting claims with evidence. (Communication)
3. Synthesize relevant, current scientific knowledge and evidence based research findings to enhance quality care and improve nurse anesthesia practice. (Research)
4. Apply leadership skills to meet the challenges of increasingly complex health care and educational environments impacting nurse anesthetists. (Leadership)

### *Program Outline*

To receive a Doctor of Nurse Anesthesia Practice degree, students must earn 36 graduate semester credit hours as described below. The length of this program is approximately 24 months.

#### **Post Master's Doctor of Nurse Anesthesia Practice Courses (36.0 credit hours)**

NUAN9131	Policy & Ethics in Nurse Anesthesia Practice	3.0 credit hours
NUAN9132	Advanced Professional Roles for DNAP Practice	3.0 credit hours
NUAN9133	Economics of Anesthesia for DNAP Practice	3.0 credit hours
NUAN9134	Health Care Informatics	3.0 credit hours
NUAN9135	Research Methodology for DNAP Practice	3.0 credit hours
NUAN9136	Quality in Patient Outcomes	3.0 credit hours
NUAN9429	Capstone Completion	2.0 credit hours
NUAN9433	Critical Illness & Anesthesia Care Across the Lifespan	3.0 credit hours
NUAN9434	Clinical Application of Advanced Anesthesia Concepts	3.0 credit hours
NUAN9451	Integrated Physiology, Pathophysiology, & Pharmacology for DNAP Practice I	5.0 credit hours
NUAN9452	Integrated Physiology, Pathophysiology, & Pharmacology for DNAP Practice II	5.0 credit hours

## DOCTOR OF NURSING PRACTICE DEGREE

### ***NURSING PRACTICE***

#### *Program Description*

The Doctor of Nursing Practice program graduate will possess advanced competencies for increasingly complex practice, faculty, and leadership roles in nursing. The curriculum focuses on integrating nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of evidence-based nursing practice. The program is comprehensive and time-efficient, and fosters motivated, self-directed learners who are able to utilize the highest levels of education to improve nursing practice and patient outcomes. The DNP program equips students with mastery in the areas of leadership, evidence-based practice, policy, scholarship, and interprofessional collaboration.

This program aims to fulfill the recommendations of the American Association of Colleges of Nursing (AACN) guidelines as prescribed in *The Essentials of Doctoral Education for Advanced Nursing Practice* (October, 2006) and *The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations* (August, 2015).

The Doctor of Nursing Practice program is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

### *Mission*

The Keiser University Doctor of Nursing Practice program proposes to develop nursing leaders who strive to advance the profession of nursing by enhancing, alleviating, and ameliorating health and health care delivery services. This is accomplished by developing the student’s competencies and skills necessary to effectively lead health care in the 21st century.

### *Program Purpose*

Keiser University’s Doctor of Nursing Practice program graduates will be prepared to utilize evidence-based theories and concepts to evaluate health care delivery systems and practices; At the conclusion of the program, DNP graduates will be able to:

1. Incorporate theory and knowledge from nursing science with the biophysical, psychosocial, analytical and organizational sciences as the foundation for the highest level of nursing practice;
2. Integrate information technology and an evidence based approach in clinical scholarship to critically evaluate, design, and implement health care services and educational programs for individuals, populations and systems;
3. Develop standards of nursing practice to deliver culturally competent, high quality health services to individuals, populations and systems;
4. Enact leadership, critical thinking and effective communications skills to design, evaluate, and improve the implementation of quality nursing services and educational programs;
5. Analyze the epidemiological, financial, sociopolitical and organizational forces in the health care environment at the systems level, within ethical, legal and humanistic frameworks;
6. Lead interdisciplinary collaboration to facilitate and improve desired health outcomes for individuals, populations and systems; and
7. Create scholarly written communication that informs clinical practice and that leads to systems and organizational change that will improve health care delivery and health outcomes.

### *Program Outline*

To receive a Doctor of Nursing Practice degree, students must earn 36 graduate semester credit hours including Core courses (21 credits), DNP Project courses (4 credits, 60 clinical hours), clinical practice courses (8 credit hours, 480 clinical hours), and one elective course (3 credit hours) as described below. Courses in the DNP program are eight weeks in length and scheduled for one or two courses concurrently. The DNP Residency courses require on-site hours at instructor-approved practice sites. The length of this program is approximately 24 months.

#### **DNP Core Courses (21.0 credit hours)**

NUR700	Introduction to Doctor of Nursing Practice & DNP Project	3.0 credit hours
NUR701	Advocacy, Leadership, & Ethics in Advanced Practice	3.0 credit hours
NUR702	Scientific Underpinnings of Evidence-based Practice	3.0 credit hours
RSM703	Epidemiology and Biostatistics in Health Care	3.0 credit hours

NUR704	Organizational Management, Quality, & Safety	3.0 credit hours
NUR705	Information Management in Evidence-based Practice	3.0 credit hours
NUR706	Economics & Business Planning for Advanced Practice	3.0 credit hours
<b>DNP Project Courses</b> (4.0 credit hours, 60 clinical hours)		
NUR801	DNP Project I: Topic & Literature Review	1.0 credit hours
NUR802	DNP Project II: Methodology & IRB Submission	1.0 credit hours
NUR803	DNP Project III: Implementation (60 clinical hours)	1.0 credit hours
NUR804	DNP Project IV: Evaluation of Outcomes & Dissemination	1.0 credit hours
<b>Practice Immersion Courses</b> (8.0 credit hours, 480 clinical hours)		
NUR801A	DNP Clinical Practice I (120 clinical hours)	2.0 credit hours
NUR802A	DNP Clinical Practice II (120 clinical hours)	2.0 credit hours
NUR803A	DNP Clinical Practice III (120 clinical hours)	2.0 credit hours
NUR804A	DNP Clinical Practice IV (120 clinical hours)	2.0 credit hours
<b>Elective Courses</b> (choice of one 3.0 credit hour course)		
NUR711	Adult Teaching and Learning	3.0 credit hours
NUR712	Acute and Emergent Health Problems	3.0 credit hours
NUR713	Health Care Administration	3.0 credit hours

### **Residency Requirement**

Beginning January 2019, students enrolling in the DNP program will be required to attend one 4-day doctoral residency at the Flagship campus. This is an excellent opportunity for DNP students to meet with their faculty and attend educational sessions that will help them with completing their DNP project. Students will also have the opportunity to interact with other students enrolled in doctoral programs at Keiser University.

\* DOPR                      Doctoral Residency One

## **MASTER OF SCIENCE DEGREES**

### ***NURSE ANESTHESIA***

#### *Program Description*

The Master of Science in Nurse Anesthesia (MSNA) program is designed for Registered Nurses who have earned a bachelor's degree and seek to take the next step in their careers and become Certified Registered Nurse Anesthetist (CRNA). To become a CRNA, students are required to earn a minimum of a master's degree from a program accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), and after graduation, must pass the National Certification Exam (NCE) administered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). The MS in Nurse Anesthesia program at Keiser University is accredited by COA and consists of a 72-credit hour, 28-month program divided into two stages: the Didactic Stage, which is the first 12 months of the program, provides the foundation in Nurse Anesthesia prior to students entering the Clinical Stage of the program, which lasts the final 16 months. Graduates of this program who become Certified Registered Nurse Anesthetists are eligible to continue their education in the Post-Master's Doctor of Nurse Anesthesia Practice degree completion program.

#### *Program Mission*

To provide access to learning and excellence in nurse anesthesia at the master's level.

#### *Program Objectives*

Upon completion of the program, students will be able to:

1. Demonstrate content mastery of basic sciences; equipment, instrumentation, and technology; basic principles of anesthesia; and advanced principles of anesthesia. (Anesthesia Principles)
2. Demonstrate clinical skills in the areas of case planning and anesthesia administration. (Clinical Skills)
3. Apply effective communication with colleagues, patients, and other clinical staff. (Communication)
4. Demonstrate critical thinking skills in the area of patient assessment, drug administration, and equipment usage. (Critical Thinking)

### *Program Outline*

To receive a Master of Science in Nurse Anesthesia degree, students must earn 72 graduate semester credit hours as described below. The length of this program is approximately 28 months.

#### **Master of Science in Nurse Anesthesia Major Courses (72.0 credit hours)**

NUAN5111	Introduction to Advance Practice Nurse Anesthesia	1.0 credit hour
NUAN5130	Health Policy & Ethics in Advanced Practice Nursing	3.0 credit hours
NUAN5135	Research Methodology for Nurse Anesthetists	3.0 credit hours
NUAN5137	Advanced Health Assessment	3.0 credit hours
NUAN5220	Chemistry & Physics for Anesthesia	2.0 credit hours
NUAN5221	Introduction to Clinical Practicum	2.0 credit hours
NUAN5231	Advanced Pharmacology of Anesthesia Agents	3.0 credit hours
NUAN5232	Advanced Pharmacology of Adjunct Anesthesia Agents	3.0 credit hours
NUAN5245	Advanced Anatomy and Human Physiology	4.0 credit hours
NUAN5246	Advanced Endocrine, Hepatic, & Neuro- Pathophysiology	4.0 credit hours
NUAN5247	Advanced Cardiac, Renal, & Respiratory Pathophysiology	4.0 credit hours
NUAN5321	Regional Anesthesia	2.0 credit hours
NUAN5330	Obstetrical, Pediatric, & Geriatric Anesthesia	3.0 credit hours
NUAN5331	Anesthesia Management	3.0 credit hours
NUAN5343	Nurse Anesthesia Care for Co-Existing Disease & Injury	4.0 credit hours
NUAN6112	Concepts of Advanced Nursing Practice	1.0 credit hour
NUAN6113	Professional Aspects of Nurse Anesthesia Practice	1.0 credit hour
NUAN6311	Topics in Anesthesia I	1.0 credit hour
NUAN6312	Topics in Anesthesia II	1.0 credit hour
NUAN6313	Topics in Anesthesia III	1.0 credit hour
NUAN6451	Clinical Practicum I	5.0 credit hours



NUAN6452	Clinical Practicum II	5.0 credit hours
NUAN6453	Clinical Practicum III	5.0 credit hours
NUAN7314	Topics in Anesthesia IV	1.0 credit hours
NUAN7420	Synthesis Seminar	2.0 credit hours
NUAN7454	Clinical Practicum IV	5.0 credit hours

## ***NURSING***

### *Program Description*

The Master of Science in Nursing program offers an advanced nurse generalist focus which provides contemporary professional skills and knowledge for leadership in the healthcare system. The program encourages nurses to develop scholarly practice to deliver health care that is caring, holistic, effective, patient-centered, timely, efficient, and equitable. Opportunities are offered for working professionals to concurrently integrate educational principles into direct practice. The program vision is to inspire nurses to develop a lifelong commitment to nursing scholarship and leadership advancing the profession into the future. This program aims to fulfill the recommendations of the American Association of Colleges of Nursing (AACN) guidelines as prescribed in the Essentials of Master's Education in Nursing for professional nursing practice (AACN, 2011).

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791.

### *Philosophy*

The Keiser University Master of Science in Nursing degree program proposes to develop leaders who strive to advance the profession of nursing, grounded in caring holistically for self, others, and the profession.

### *Program Objectives*

Keiser University's Master of Science in Nursing program enables students to contribute to the nursing profession through independent learning, scholarship, and research. At the conclusion of the program, master's students will be:

- Critical thinkers who creatively engage in rational inquiry using nursing processes and current research to improve healthcare outcomes
- Caring culturally responsive communicators capable of effectively leading interdisciplinary healthcare teams
- Nursing professionals dedicated towards advancing a culture of professional excellence and achievement through lifelong learning
- Nursing leaders prepared to assume leadership roles in health care systems
- Ethically responsive nursing leaders who advocate to influence policy decisions to improve health care that is effective, timely, efficient, and equitable for all members of society
- Effective collaborators of healthcare committed to improving best practices in health promotion, disease prevention, quality, safety and equality
- Professional written communicators through organizing, thinking critically, and communicating ideas and information in documents and presentations.

**NOTE:** Courses in the MSN program are eight-weeks in length and students are scheduled for one or two courses concurrently. Supplemental course hours will be required for academic synthesis of course content and may include visits to community agencies, professional conferences approved by instructor, work site capstone development, approved volunteer activities, interagency site visits, technological field trips, simulation, preceptor training, leadership activities, professional meetings, and interdepartmental study in current employment system.

## *Program Outline*

To receive a Master of Science in Nursing degree the student must earn 33 graduate semester credit hours as described below. Transfer of graduate credits will be evaluated on a case by case basis. The length of this program is approximately 22 months.

### **Master of Science in Nursing Major Core Courses (33.0 credit hours)**

NUR501	Leadership and Professional Development in Nursing	3.0 credit hours
NUR 502	Nursing Theory for Practice	3.0 credit hours
NUR 510	Health Promotion and Disease Prevention	3.0 credit hours
NUR 520	Health Systems, Policy, and Resource Management	3.0 credit hours
NUR 640	Behavioral Health Across the Lifespan	3.0 credit hours
NUR 540	Human Diversity, Global Health, and Social Issues	3.0 credit hours
NUR 650	Advanced Pathophysiology for Practice	3.0 credit hours
NUR 660	Principles of Pharmacology for Advanced Practice	3.0 credit hours
NUR670	Advanced Health Assessment for Best Practice	3.0 credit hours
NUR680	Research for Evidenced-Based Practice and Outcome Management	3.0 credit hours
NUR690	Translating Research into Practice: Outcomes Management (Capstone)	3.0 credit hours

As part of the MSN program students take two courses that involve clinical practice experiences that are designed to ensure students are competent to enter nursing practice at the level indicated in master's education as defined by the AACN (2011). Course descriptions are as follows: NUR680 (3.0 credit hours, 60 clinical practice hours)

### **Research for Evidenced-Based Practice and Outcome Management**

This course focuses on application of research principles and planning to integrate best research evidence, including patient directed clinical decision making. Students will develop a topic of interest, critique research, and apply principals of qualitative and quantitative scholarly inquiry. Students will complete CITI certification and submit capstone project proposal to the Keiser University IRB. Students are required to obtain a minimum of 60 clinical practice hours while engaged in the creation of the evidenced-based capstone proposal. Clinical practice logs are submitted to the course faculty for review. Co-requisite: NUR501 or NUR510

During NUR680 students obtain an affiliation agreement from the organization. This can be the organization's affiliation or the Keiser University affiliation agreement. The student must also receive written permission to conduct his or her clinical practice experience from management with the organization, typically on the unit where the clinical practice experience will occur. The manager also serves as a preceptor for the student to support and guide the student. The faculty of record contacts the preceptor at the beginning of the course to review expectations for the project. Both faculty and the preceptor remain in contact as needed during the course.

Students also track their clinical practice hours during the course, the preceptor signs off on the log, and the student then submits the log to the faculty of record.

NUR690 (3.0 credit hours, 60 clinical practice hours)

### **Translating Research into Practice: Outcomes Management**

Students will synthesize all prior Masters level coursework culminating in the planning, development and completion of an evidenced-based project of choice. Students are required to obtain a minimum of 60 clinical practice hours while engaged in the implementation, data analysis, and synthesis of findings of the evidenced-based capstone proposal. The course will assist students to identify opportunities for improvement in their clinical practice setting. Students will implement an outcomes-based project incorporating a review of current data, best practices in other settings, and current evidence from the literature. Course assignments include a scholarly paper and an electronic poster suitable for professional presentation.

*\*See Nursing information for Alabama applicants/students at end of Nursing section.*

## ***NURSING, FAMILY NURSE PRACTITIONER***

### ***Program Description***

The Master of Science in Nursing, Family Nurse Practitioner (MSN FNP) program at Keiser University emphasizes the acquisition of advanced practice nursing knowledge and advanced practice clinical skills, using a family oriented approach. The curriculum focuses on health promotion, injury and illness prevention and management of acute and chronic illnesses, across the lifespan. Due to the intensity of this program, students are expected to be highly-motivated, self-directed learners who are able to grasp a large amount of complex material. Students will spend a significant amount of time in study.

and in clinical practice experiences. Graduates are required to take the Family Nurse Practitioner Board Certification Examination in order to be licensed and to work as a Family Nurse Practitioner.

This program is aligned with the American Association of Colleges of Nursing (AACN) guidelines as prescribed in the Essentials of Master's Education in Nursing (AACN 2011) and with the National Organization of Nurse Practitioner Faculties (NONPF) Population Focused Nurse Practitioner Competencies (NONPF 2013).

The Master of Science in Nursing, Family Nurse Practitioner (MSN FNP) program is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791.

### ***Philosophy***

The Keiser University Master of Science in Nursing, Family Nurse Practitioner program prepares graduates to demonstrate clinical expertise, collaboration, leadership, and superior critical thinking to achieve quality care for patients, families, communities, and health care systems.

### ***Program Objectives***

Keiser University's Master of Science in Nursing, Family Nurse Practitioner program prepares students to become:

- Critical thinkers who integrate theory, experiential knowledge and research synthesized into
- evidence-based advanced nursing practice.
- Nursing professionals dedicated towards integrating advanced nursing knowledge and clinical
- excellence, within the family nurse practitioner area of specialization.
- Caring, culturally appropriate communicators, exercising comprehensive communication
- skills in the development and implementation of advanced nursing practice services to
- individuals and their families across the life span.
- Advanced practice nursing leaders facilitating interdisciplinary collaboration to facilitate
- desired health outcomes for patients, population and healthcare systems.
- Ethically responsive advanced practice nurses reflecting a moral, legal and humanistic
- framework of healthcare that is effective, timely, efficient and equitable.
- Effective collaborators of advanced practice healthcare committed to employing healthcare
- strategies, facilitating the essential components of health care delivery systems and
- outcomes.
- Professional written communicators through organizing, thinking critically, and
- communicating ideas and information in documents and presentations.

**NOTE:** Courses in the MSN FNP program are eight-weeks in length and students are scheduled for one or two courses concurrently. Students are required to attend two on-campus residencies at specified times during the FNP program. In the clinical experiences, students will provide care to patients and families under the supervision of a qualified Keiser University approved preceptor (minimum of 510 clinical hours).

### *Program Outline*

To receive a Master of Science in Nursing, Family Nurse Practitioner degree, students must earn 49 graduate semester credit hours as described below. Transfer of graduate credits will be evaluated on a case by case basis. The length of this program is approximately 28 months.

#### **Master of Science in Nursing Family Nurse Practitioner Major Core Courses (49 credit hours)**

NUR501	Leadership and Professional Development in Nursing	3.0 credit hours
NUR502	Nursing Theory for Practice	3.0 credit hours
NUR510	Health Promotion and Disease Prevention	3.0 credit hours
NUR520	Health Systems, Policy and Resource Management	3.0 credit hours
NUR602	Primary Health Care of the Family I	3.0 credit hours
NUR602A	Primary Health Care of the Family I Practicum	2.0 credit hours
NUR603	Primary Health Care of the Family II	3.0 credit hours
NUR603A	Primary Health Care of the Family II Practicum	2.0 credit hours
NUR604	Primary Health Care of the Family III	2.0 credit hours
NUR604A	Primary Health Care of the Family III Practicum	1.0 credit hours
NUR605	Primary Health Care of the Family IV	2.0 credit hours
NUR605A	Primary Health Care of the Family IV Practicum	1.0 credit hours
NUR640	Behavioral Health across the Lifespan	3.0 credit hours
NUR650	Advanced Pathophysiology for Practice	3.0 credit hours
NUR661	Principles of Pharmacology for Advanced Practice II	3.0 credit hours
NUR671	Advanced Health Assessment and Diagnostic Reasoning	3.0 credit hours
NUR680	Research for Evidenced-Based Practice and Outcome Management	3.0 credit hours
NUR691	Family Nurse Practitioner Integration	3.0 credit hours
NUR691A	Family Nurse Practitioner Integration Practicum	3.0 credit hours

**Applicants from outside the state of Florida:** All applicants from outside of the state of Florida must provide written verification that their home state will allow them to perform clinical rotations for training within that state, and be licensed as a nurse practitioner after graduation.

**\*Nursing Information for Alabama applicants/students:** State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice.

[www.abn.alabama.gov](http://www.abn.alabama.gov)



## ***NUTRITION, WITH DISTANCE LEARNING INTERNSHIP***

### ***Program Description***

The Master of Science in Nutrition with Distance Learning Internship (MSDI) program offers students the opportunity to complete a master's degree and the accredited internship. The internship program meets the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements for eligibility to write the national registration examination administered by the Commission on Dietetic Registration, the credentialing agency of The Academy of Nutrition and Dietetics. The course of study will develop the student's knowledge and skills in the areas of clinical nutrition, community nutrition and dietetic management. The internship consists of 1,320 hours of "hands-on" application of dietetic practice meeting the ACEND core competencies for entry-level practice. The emphasis for the Distance Learning Internship is Community Nutrition.

Keiser University's Distance Learning Internship is granted full accreditation status for accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, 312-899-0040 ext 5400. Students are considered graduates of an accredited program upon successful completion.

### ***Philosophy***

The mission of the combined MSDI program is to educate tomorrow's dietetic professionals who will serve as leaders for the dietetic profession committed to evidence-based practice in the care of patient and the public.

### ***Program Objectives***

Keiser University Master of Science in Nutrition and Distance Learning Internship enables students to contribute to the dietetics practice through independent learning, scholarly research and professional practice. At the conclusion of the program, graduate students will be:

- Demonstrate evidence-based and practical leadership in the profession of nutrition and dietetics
- Incorporate clinical thinking through research and technology in practice
- Design and evaluate outcome measures supporting the effectiveness of nutrition integration relating to healthcare cost and patient well-being
- Direct operational aspects of care programs within the various domains of the profession including personnel management, project management, finances, delivery of patient-centered care, regulatory standards and patient and employee safety
- Demonstrate the global impact of nutrition both domestic and internationally

### ***Program Outline***

To receive a Master of Science degree in Nutrition with Distance Learning Internship, students must earn 36 graduate semester credit hours as described below. Masters courses and the Distance Learning Internship run concurrently. Courses in the master's program are eight-weeks in length. The internship (1,320 hours) is designed to allow the students time to develop time management and organizational skills while completing the graduate courses. Students must successfully complete both the masters

and distance learning internship. Students must submit a verification statement or Declaration of Intent from an ACEND Didactic Program in Dietetic. The length of this program is approximately 12 months.

### **Master of Science in Nutrition with Distance Learning Internship (36 credit hours)**

HSM691	Quality Management	3.0 credit hours
DIE544	Advance Practice I	3.0 credit hours
RSM602	Research Methods	3.0 credit hours
DIE545	Advance Practice II	3.0 credit hours
HUN519	International Nutrition	3.0 credit hours
DIE546	Advance Practice III	3.0 credit hours
HUN502	Special Topics: Pediatrics and Geriatrics	3.0 credit hours
DIE547	Advance Practice IV	3.0 credit hours
HUN501	Trends in Therapeutic Nutrition	3.0 credit hours
DIE548	Advance Practice V	3.0 credit hours
HUN656	Capstone	3.0 credit hours
DIE549	Advance Practice VI	3.0 credit hours

Some states require licensure and/or certification for practice, since these laws vary greatly and are implemented differently in each state, contact the Commission on Dietetic Registration for a listing of licensure and/or certification requirements by state at <https://www.cdrnet.org/state-licensure>.



## ***OCCUPATIONAL THERAPY BRIDGE PROGRAM***

### ***Program Description***

The Master of Science in Occupational Therapy (MSOT) Bridge Program at Keiser University is designed to educate health care providers with COTA credentials to build upon their existing professional experience. In the course of completing the MSOT graduate degree, students in the program will develop managerial, program assessment, and client evaluation skills while expanding their leadership roles in the field of occupational therapy.

Keiser University's Master of Science degree in Occupational Therapy will include instructional delivery methods that are both campus-based and hybrid. The program integrates didactic, face-to-face, and clinical experiences to prepare students to achieve success on the National Board of Certification in Occupational Therapy (NBCOT®) exam, and to function as a generalist occupational therapist within the profession.

### ***MS OTA Program Objectives***

Keiser University's MSOT program enables students to:

- Articulate and apply occupational therapy theory, client-centered evaluation, and OT practice-related evidence to achieve expected outcomes as related to occupations.
- Articulate occupational therapy theory, analyze practice-related evidence and apply the subsequent evaluation strategies for effective planning of OT services and treatment implementation.
- Apply occupational therapy theory and evidence-based research to inform practice.

- Develop and modify intervention plans based on assessment of the client, client priorities, client discharge needs, environmental factors, and expected outcomes.
- Demonstrate entry-level clinical competence through a combination of academic and fieldwork education culminating in meeting established professional criteria.
- Demonstrate the ability to effectively utilize available resources and create/generate new resources to meet the needs of OT clients and populations.
- Demonstrate professional behaviors and leadership abilities reflective of an ethical, competent health care professional within the occupational therapy profession.
- Engage in scholarly endeavors to describe the scope of the profession.
- Demonstrate effective interdisciplinary collaboration skills in order to maximize OT clients' and populations' functional outcomes.
- Engage in scholarly endeavors to interpret and apply evidence-based practice data to OT practice.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

*The prerequisites for major courses are as follows (earned credits from an OTA program are acceptable):*

- Human Anatomy and Physiology I with lab (4 credit hours)
- Human Anatomy and Physiology II with lab (4 credit hours)
- Statistics (3 credit hours)
- College Algebra (3 credit hours)
- English Composition I (3 credit hours)
- English Composition II (3 credit hours)
- Introduction to Psychology (3 credit hours)
- Abnormal Psychology (3 credit hours)
- Life Span Development (3 credit hours)

Candidates must achieve a minimum 3.0 GPA (on a 4.0 scale) with no grade less than C for all pre-requisite courses. Any pre-requisite courses taken prior to admission to the MSOT program must have been completed at a regionally accredited college or university.

**In addition, each candidate must successfully complete the personal interview with one of the MSOT faculty member.**

Note: Students who enter the Master of Science in Occupational Therapy program must have computer access with internet capabilities. Basic computer skills (Word, PowerPoint, and e-mail) are required.

### *Program Outline:*

To receive a Master of Science degree in Occupational Therapy, students must earn 75 program-specific semester credit hours, inclusive of: Pre-requisite/Co-requisite courses, Associate of Science in Occupational Therapy Assistant degree courses (84 semester credit hours), upper-division undergraduate courses, and graduate courses. The length of this program is approximately 24 months.

### **Master of Science in Occupational Therapy Upper Division Undergraduate Core Courses (24 credit hours)**

OTH3000	Foundations of Occupational Therapy	4.0 credit hours
OTH3036	Occupational Perspective on Health	4.0 credit hours
OTH3413	Functional Human Motion	4.0 credit hours
OTH4517	Health Care Management	4.0 credit hours
OTH4035	Occupational Perspective on Health II	4.0 credit hours
OTH4759	Evidence-based Approaches in Occupational Therapy	4.0 credit hours

Upon completion of the above requirements, inclusive of pre-requisites and equivalent to 120.0 semester credit hours, a Bachelor of Science degree in Occupational Health will be awarded.

**Master of Science in Occupational Therapy Graduate Core Courses (51 credit hours)**

OTH5202	Occupation-Based Assessments: Children and Adolescents	4.0 credit hours
OTH5203	Occupation-Based Assessments: Adults and Older Adults	3.0 credit hours
OTH5245	Neuroanatomy for Occupational Therapy	4.0 credit hours
OTH5352	Occupational Therapy Process: Mental Health	4.0 credit hours
OTH5428	Occupational Therapy Process: Physical Disabilities	4.0 credit hours
OTH5854	Field Work Level I, part 2 (Adults)	3.0 credit hours
OTH5604	Occupational Therapy Process: Geriatric	4.0 credit hours
OTH5519	Occupational Therapy Process: Pediatric	4.0 credit hours
OTH5853	Field Work Level I, part 1 (Pediatric/Adolescent)	3.0 credit hours
OTH6770	Applied Research in Occupational Therapy	2.0 credit hours
OTH6937	Fieldwork Seminar I	2.0 credit hours
OTH6941	Fieldwork Level II, part I	6.0 credit hours
OTH6938	Fieldwork Seminar II	2.0 credit hours
OTH6942	Fieldwork Level II, part II	6.0 credit hours

NOTE: The MSOT program 16-week semesters are each comprised of two eight-week terms, exclusive of fieldwork semesters. Students are scheduled for two courses concurrently, except for the first semester. In the first semester students will take one (1) MSOT course and up to two (2) co-requisite courses per eight-week term.

The on-line component of each course is asynchronous in nature; however, students are required to attend scheduled practical laboratories on-campus approximately one (1) weekend per month (Fridays and Saturdays).

**Fieldwork Experiences:**

In semester IV, in conjunction with their academic coursework students will complete a variety of part-time Level I fieldwork assignments with adult/pediatric/mental health experiences.

Semesters V and VI are 16-week semesters. In semesters V and VI, students will complete two (2) 12-week full time clinical Level II rotations in addition to a required four (4) week fieldwork seminar in each of those semesters. During this time students have the opportunity to put into practice what they have learned in their coursework and Level I fieldwork experiences.

**Student Review and Retention**

The MSOT program faculty conducts continuous reviews of students to assess progress throughout the program. Students are evaluated on their appropriateness for Master’s level occupational therapy practice, including consideration of the student's academic performance, professional development, and personal development. Students failing to demonstrate personal, professional, and/or ethical behaviors that relate to the ability to function as a Master’s level occupational therapist may be denied continuance in the program. Students are responsible for being familiar with and following all requirements and policies as stated in this catalog.

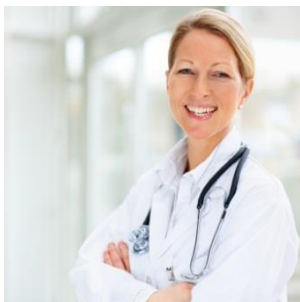
**Certification and Licensure**

The MSOT Program was developed to be in line with national standards for NBCOT® certification and state licensure. All states require occupational therapists to go through a licensing process; however, the specific rules and regulations vary by state.



In general, the following are required to obtain licensure as an occupational therapist: a Master Degree in Occupational Therapy including approved coursework and supervised fieldwork experiences, and passing scores on the NBCOT® examination.

The program prepares students for, but does not guarantee, licensure as a professional occupational therapist. Students are strongly encouraged to contact their state licensing board to determine the requirements needed in the state in which they are seeking licensure.



## ***PHYSICIAN ASSISTANT***

### *Program Description*

Keiser University's Master of Science Physician Assistant program began in January 2010 with courses that provide essential medical knowledge and clinical skills. During the first 12 months of the program, the student can expect a challenging curriculum of lectures, activities, practical lab sessions, interpretation of medical literature, case presentations, case-based learning and critical thinking labs.

The program will continue with a 12-month clinical training year. Intensive hands-on training will take place through clinical rotations in urban and rural health care facilities. Each clinical rotation will have an end of rotation exam with two days of supplemental lectures. All rotations will occur in clinical sites that are approved and scheduled by the Physician Assistant faculty. Each of the nine required rotations involves five weeks of full-time, a minimum of 40 hours per week, clinical practice with supervision from a designated preceptor.

### *Program Instructional Objectives*

- The program will ensure student ability to perform a physical exam and organize and present clinical data clearly and concisely.
- The program will ensure that students develop the ability to communicate effectively with patients and other providers.
- The program will ensure students can apply advanced critical thinking skills to evaluate sources of information.
- The program will develop students who can provide a comprehensive approach to health promotion and disease prevention.
- The program will develop students who are able to choose appropriate diagnostic and therapeutic intervention.
- The program will ensure students can synthesize appropriate treatment plans based on patient assessments.
- The program will develop students who can demonstrate effective responsiveness to a diverse patient population.
- The program will integrate new and evolving medical knowledge into clinical practice.
- The program will develop students who can apply knowledge of basic science to clinical scenarios.
- The program will develop students who can demonstrate ability to perform clinical procedures.

- The program will prepare students to enter the workforce as gainfully employed physician assistants with the knowledge to obtain and maintain licensure.
- The program will develop students who can effectively collaborate effectively as a member of an interprofessional health care team.
- The program will develop students who can recognize important ethical behavior in medical practice.
- The program will develop students who can apply knowledge of study designs and statistical methods to the appraisal of clinical studies.

### *Program Student Learning Outcomes*

Keiser University's MSPA program established intended program student learning objectives to specifically align with the NCCPA core competencies. Upon completion of this program, students are able to:

PSLO 1 Demonstrate ability to perform a physical exam and to organize and present clinical data in a clear and concise manner.

PSLO 2 Support effective communication with patients and other providers.

PSLO 3 Apply advanced critical thinking skills to evaluate sources of information.

PSLO 4 Provide a comprehensive approach to health promotion and disease prevention.

PSLO 5 Choose appropriate diagnostic and therapeutic intervention.

PSLO 6 Synthesize appropriate treatment plans based on a patient assessment.

PSLO 7 Demonstrate effective responsiveness to a diverse patient population.

PSLO 8 Integrate new and evolving medical knowledge into clinical practice.

PSLO 9 Apply knowledge of basic science to clinical scenarios.

PSLO 10 Demonstrate ability to perform clinical procedures.

PSLO 11 Demonstrate preparedness to enter the workforce as a gainfully employed pa with the knowledge to obtain and maintain licensure.

PSLO 12 Collaborate effectively as a member of an inter-professional health care team.

PSLO 13 Recognize important ethical behavior in medical practice.

PSLO 14 Apply knowledge of study designs and statistical methods to the appraisal of clinical studies.

### *Curricular Components*

The Keiser University Physician Assistant Program is 24 months in length. The first 12 months are didactic. The courses are taught in the PA department lecture classroom, science and clinical exam labs. Details of the schedule are on the curriculum sequence web page.

The second 12 months are clinical and are mostly at clinical sites. The seven core rotations are in family practice, internal medicine, women's health, surgery, emergency medicine, pediatrics and psychiatry. In addition, there are two student elective rotations.

Critical analysis of medical literature is taught in the first year as students are exposed to the gamut of medical research reporting. They are introduced to the concept of Evidence Based Medicine. Students choose a patient treatment problem and develop a PICO (Patient, Intervention, Comparison, and Outcome algorithm) analysis to evaluate the medical literature for diagnostic workup and potential treatments relating to patient care.

Toward the end of the second year all students must show mastery of medical decision-making in the Summative Evaluation. This course evaluates the full extent of student knowledge and diagnostic skills in a clinical situation. Students are assessed as they perform histories and physical exams, order and interpret appropriate tests and diagnose and plan treatment plans.

The program thus prepares the student to ultimately sit for and pass the PANCE (Physician Assistant National Certifying Exam) from the NCCPA (National Commission on Certification of Physician Assistants). Obtaining the NCCPA PANCE certification makes the student eligible to apply for the state licensure necessary to practice in all 50 states and the District of Columbia.

## Pre-requisites for Major Courses

- Baccalaureate degree from a regionally accredited institution or foreign equivalent.
- College Math or higher (3 semester credit hours); English Composition (3 semester credit hours); Additional English or Literature (3 semester credit hours); Humanities (3 semester credit hours); Behavioral Sciences (6 semester credit hours); Social Science (3 semester credit hours); Medical Terminology (2 semester credit hours); General Biology with lab (4 semester credit hours); General (Inorganic) Chemistry I with lab (4 semester credit hours); General (Inorganic) Chemistry II with lab (4 semester credit hours); Microbiology with lab (4 semester credit hours); Biochemistry or Organic Chemistry (3 semester credit hours); Anatomy with lab (4 semester credit hours); Physiology with lab (4 semester credit hours); Genetics (3 semester credit hours).

The Master of Science in Physician Assistant is designed to meet the needs of students with regionally accredited baccalaureate degrees and appropriate required prerequisites. Students will come from a health care background seeking positions as members of a health care team practicing medicine under the supervision of a physician in a variety of settings.

**NOTE:** Courses in the MSPA program last from one week to one semester. Students can expect to attend classes Monday through Friday with some evening and weekend classes, taking multiple classes concurrently. Clinical experiences are a minimum of 40 hours per week and scheduled at the direction of the clinical site. All students in this program attend on a full time basis.

## Program Outline

To receive a Master of Science in Physician Assistant degree, students must earn 127.5 graduate semester credit hours. The first year includes 78.5 semester credit hours of didactic and laboratory instruction. The second year includes 49 semester credit hours consisting of 45 semester credit hours of clinical rotations and 4 semester credit hours of coursework that includes a Certification Examination Review, and Summative Evaluation.

Learner-centered activities will be used and include: independent and collaborative learning, experiential applications, case study analysis and problem-based instruction through simulations and model-based applications. Graduates are required to sit for the Physician Assistant National Certification Examination (PANCE) and eligible, upon successful completion of the PANCE, to be licensed and practice medicine under the supervision of a physician.

No elective courses are offered in this program, although two clinical rotation electives are required. All program didactic and clinical hours must be completed through Keiser University. Program requirements are as follows:

### Master of Science in Physician Assistant Major Core Courses (127.5 credit hours)

#### First Year-Didactic and Laboratory (78.5 credit hours)\*

MPA500	Introduction to the Physician Assistant Profession	1.0 credit hour
MPA502	Fundamentals of Diagnostic Methods	3.0 credit hours
MPA510	Physical Diagnosis I	3.0 credit hours
MPA511	Human Physiology	4.0 credit hours
MPA512	Clinical Pathophysiology	3.0 credit hours
MPA513	Human Anatomy	5.0 credit hours
MPA514	Applied Learning Experience	1.0 credit hour
MPA515	Introduction to Healthcare Research and Biostatistics	1.0 credit hour
MPA516	Healthcare Research II	1.0 credit hour
MPA517	Healthcare Research III	1.0 credit hour
MPA520	Physical Diagnosis II	3.0 credit hours
MPA521	Microbiology	3.0 credit hours

MPA522	Ethical and Legal Medicine	3.0 credit hours
MPA523	Clinical Pharmacology	2.0 credit hours
MPA524	Fundamentals of Clinical Medicine and Surgery I	5.0 credit hours
MPA525	Clinical Laboratory Medicine I	1.0 credit hour
MPA526	Psychosocial Issues in Healthcare	2.0 credit hours
MPA530	Physical Diagnosis III	3.0 credit hours
MPA531	Principles of Life Support Skills and Electrocardiography	2.0 credit hours
MPA532	Clinical and Surgical Procedures	2.5 credit hours
MPA533	Pharmacotherapeutics I	4.0 credit hours
MPA534	Fundamentals of Clinical Medicine and Surgery II	6.0 credit hours
MPA535	Clinical Laboratory Medicine II	2.0 credit hours
MPA536	Health Promotion and Disease Prevention	2.0 credit hours
MPA540	Clinical Psychiatry	3.0 credit hours
MPA543	Pharmacotherapeutics II	3.0 credit hours
MPA544	Fundamentals of Clinical Medicine and Surgery III	8.0 credit hours
MPA692	Clinical Transition	1.0 credit hour

\*Additionally, student must complete a Keiser University program in BLS, ALS, and PALS

### **Second Year-Clinical and Didactic (49.0 credit hours)**

MPA600	Prenatal/Gynecology CR*	5.0 credit hours
MPA610	Internal Medicine CR*	5.0 credit hours
MPA620	Surgery CR*	5.0 credit hours
MPA630	Emergency Medicine CR*	5.0 credit hours
MPA640	Pediatrics CR*	5.0 credit hours
MPA650	Family Medicine CR*	5.0 credit hours
MPA660	Psychiatry CR*	5.0 credit hours
MPA670	Elective 1 CR*	5.0 credit hours
MPA680	Elective 2 CR*	5.0 credit hours
MPA691	Certification Examination Review	2.0 credit hours
MPA695	Summative Evaluation	2.0 credit hours

**Total (127.5 credit hours)**

\*Note: Clinical Rotations (CR) may sequence differently than listed depending on availability

Courses in the MSPA program last from one week to one semester. Students can expect to attend classes Monday through Friday with some evening and weekend classes, taking multiple classes concurrently. Clinical experiences are a minimum of 40 hours per week and scheduled at the direction of the clinical site. All students in this program attend on a full time basis.

## ***MASTER OF SCIENCE IN WOMEN'S HEALTH AND MIDWIFERY***

### ***Program Description***

Keiser University's Master's in Women's Health Program explores the complexities of providing primary care to women throughout the birthing process and focuses on cultivating nurses who are sensitive to the physical, psychosocial, and spiritual needs of the women in their care.

## Program Objectives

The overall objective of the program is to provide the student with the knowledge and skills to be women's health and nurse-midwifery leaders who are empowered to generate, explore, and apply nursing and midwifery knowledge for evolving health care environments. The program goals are:

- Integrate theoretical perspectives from nursing science and related sciences as a framework for planning holistic care in various environmental contexts.
- Demonstrate competence in providing and evaluating nurse-midwifery practice with an emphasis on safety and quality.
- Demonstrate leadership for nurse-midwifery practice as a member of an interprofessional team within various environmental contexts.
- Apply evidence-based clinical prevention and population care and services to individuals, families, and/or communities.
- Critically appraise evidence in the planning, delivery and evaluation of safe and effective care within various environmental contexts.
- Demonstrate knowledge and skills that promote access to equitable health for all individuals and help shape the health delivery system through policy, processes and advocacy.
- Develop and deliver culturally sensitive, ethical, and financially sound comprehensive nurse-midwifery care to individuals, aggregates, and/or communities.
- Demonstrate professional roles to operationalize standards of care and to influence reasoned change in nurse-midwifery practice.
- Analyze implications of legal, ethical, and financial accountability from the perspective of nurse-midwifery practice and within various environmental contexts.
- Exhibit a commitment to excellence in nursing/nurse-midwifery practice in order to advance the disciplines of nursing and midwifery.

## Program Outline

To receive a Master of Science in Women's Health and Midwifery, students must earn 64 graduate semester credit hours as described below. The length of this program is approximately 44 months.

### Core Women's Health and Midwifery Courses (49.0 credits hours)

*NUR501	Leadership and Professional Development in Nursing	3.0 credit hours
NUR510	Health Promotion and Disease Prevention	3.0 credit hours
NUR502	Nursing Theory for Research and Practice	3.0 credit hours
NUR680	Research for Evidence-Based Practice and Outcome Management	3.0 credit hours
NUR650	Advanced Pathophysiology for Practice	3.0 credit hours
NUR661	Principles of Pharmacology for Advanced Practice II	3.0 credit hours
NUR671	Advanced Health Assessment and Diagnostic Reasoning II	3.0 credit hours
NUM700	Fundamentals in the Primary Care of Women	3.0 credit hours
NUM701	Introduction to the Role of the Nurse Midwife	3.0 credit hours
NUM702	Midwifery Care of Pregnant Women	3.0 credit hours
NUM703	Midwifery Antepartum Care	3.0 credit hours
NUM704	Midwifery Care of the Mother and Newborn	3.0 credit hours
NUM705	Advanced Midwifery Care of the Mother and Newborn	4.0 credit hours
NUM706	Fundamentals of Women's Health	3.0 credit hours

NUM710	Foundational Skills for Advanced Clinical Practice	1.0 credit hours
NUM711	Fundamental Skills for Midwifery Care	1.0 credit hours
NUM712	Fundamentals of Independent Midwifery Practice	3.0 credit hours
**NUM720	Midwifery Final Comprehensive Exam Review	1.0 credit hours

*\*NUR501 Prerequisite course*  
*\*\*Students must successfully complete all courses prior to enrolling in NUM720*

**Midwifery Care Experiences (15.0 credit hours)**

NUM713	Midwifery Care Experience I (135 clinical hours): Residency I	3.0 credit hours
NUM714	Midwifery Care Experience II (135 clinical hours)	3.0 credit hours
NUM715	Midwifery Care Experience III (135 clinical hours)	3.0 credit hours
NUM716	Midwifery Care Experience IV (135 clinical hours)	3.0 credit hours
NUM717	Midwifery Care Experience V (135 clinical hours): Residency II	3.0 credit hours

**NOTE:** Courses in the program are 8-weeks in length. Most courses are asynchronous in nature; however, some courses may require students to participate in activities at set times. The M.S. in Women’s Health and Midwifery requires two courses (NUM713 and NUM717) where students will receive on-campus instruction during an intensive weekend. Students will focus on skill development in women’s health and midwifery, applying knowledge gained in coursework. Students will receive individual interaction, direction, and feedback from faculty members, opportunities to share experiences and insights with peers, and preparation for clinical work in practicum settings. Attendance of the intensive weekend portion of these courses is required and part of the course grade. Courses are offered at specific times during the program. When following a typical student program plan, students will come to campus during the third year of the program and again while completing the final practicum experience.

**Clinical Experiences**

Toward the end of the program, students will complete clinical experiences, referred to as midwifery care experiences. During this time, students will have the opportunity to put into practice what they have learned in their coursework. Students will practice foundational nursing skills and gradually integrate more advanced skills, while receiving individual and group supervision. Students will be responsible for selecting an appropriate site that can provide the types of activities, clients, and clinical supervision required. Students should consult with their academic advisor for details regarding their required experiences and supervisor qualifications. Students are required to obtain a minimum of 675 hours of midwifery care experiences. The program prepares students for, but does not guarantee, certification by The American Midwifery Certification Board (AMCB). Students are strongly encouraged to contact their state licensing board to determine the requirements needed in the state in which they are seeking certification prior to beginning the Master of Science and Midwifery program.

**SOCIAL SCIENCES**

**DOCTOR OF PHILOSOPHY DEGREE**

***CRIMINAL JUSTICE AND CRIMINOLOGY***

*Program Description*

The degree of Doctor of Philosophy in Criminal Justice and Criminology is designed to produce students of crime and justice who possess: (1) a thorough understanding of criminal justice and criminology issues, (2) the intellectual and methodological skills necessary for the continuing process of discovery

and understanding of crime- and justice-related issues, (3) the capacity for integrative and analytical thinking, (4) competency at transmitting knowledge, (5) problem-solving skills, and (6) the ability to disseminate research findings in published scholarship.

Through the combined efforts of faculty and students, the Doctor of Philosophy program in Criminal Justice and Criminology produces students capable of making contributions to the criminal justice and criminology discipline through the academic and applied components of the discipline. The curriculum is designed to ensure that graduates are well equipped to participate in criminological positions emphasizing research and statistics, theory, and administration of justice.

### *Program Objectives*

The overall objective of the program is to provide the student with the highest level of educational value in order to provide the tools necessary for success in today’s law enforcement. The program goals are:

- Evaluate an agency’s ability to meet the safety needs of a community including corrections, law enforcement, Homeland Security and administration of justice.
- Evaluate, research and critically analyze gaps or deficiencies in criminal justice and criminology services.
- Effectively and ethically lead and manage criminal justice, and criminology and community services, and human/social services professionals in both public and private sectors.
- Evaluate contemporary criminal justice systems and their policies and practices.
- Evaluate the psychological basis, nature and causes of crime: typologies and offenders.

### *Pre-requisites for Major Courses*

- Path One: Students may enter the Ph.D. in Criminal Justice and Criminology with a Master’s degree from an accredited institution
- Path Two: Students may enter the Ph.D. in Criminal Justice and Criminology with a Baccalaureate degree in criminal justice or related social science from an accredited institution and a minimum undergraduate GPA of 3.0.

NOTE: Courses in the PhD program are eight-weeks in length, and students are scheduled for one course at a time. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation courses per semester.

### *Program Outline*

To receive a Doctor of Philosophy in Criminal Justice and Criminology degree, students with a Master’s degree must earn 60 graduate semester credit hours as described below. Baccalaureate students may be awarded the M.A. en route to the Ph.D. These students may apply to be awarded the M.A. in Criminal Justice. To be eligible, students must have completed all degree requirements of the M.A. in Criminal Justice. The length of the master’s entry program is approximately 44 months, whereas the length of the baccalaureate entry program is approximately 64 months.

## **Doctor of Philosophy in Criminal Justice and Criminology Major Core Courses (60.0-90.0 credit hours)**

### **Pre-requisite Courses (36.0 credit hours, for students without a Master’s degree)**

MACJ501	Seminar in Criminal Justice (co-requisite course)	3.0 credit hours
MACJ511	Seminar in Law Enforcement	3.0 credit hours
MACJ512	Seminar in Court Systems	3.0 credit hours
MACJ513	Seminar in Correctional Systems	3.0 credit hours
MACJ514	Theory in Criminology and Criminal Justice	3.0 credit hours
MACJ520	Policy Analysis in Criminal Justice	3.0 credit hours
MACJ550	The Juvenile Justice System	3.0 credit hours
CRJ760	Advanced Criminal Justice Leadership	3.0 credit hours
CRJ780	Organizational and Interpersonal Conflict	

	Management and Resolution	3.0 credit hours
MACJ590	Research Methods in CJ	3.0 credit hours
RSM551	Action Research I	3.0 credit hours
RSM611	Action Research II (pre-requisite: MACJ551)	3.0 credit hours
(Pre-requisite: MACJ501, MACJ511, MACJ512, MACJ513, MACJ514, MACJ520, MACJ550, MACJ590, RSM551, RSM611, CRJ760, and CRJ780)		

**Foundation Courses (27.0 – 33.0 credit hours)**

CRJ700	Proseminar in Criminal Justice and Criminology	3.0 credit hours
CRJ710	Criminological Theory	3.0 credit hours
CRJ715	Advanced Criminological Theory	3.0 credit hours
CRJ720	Criminal Justice Policies and Practices	3.0 credit hours
CRJ730	Police and Society	3.0 credit hours
CRJ740	Seminar in Comparative Criminal Justice and Transnational Crimes	3.0 credit hours
CRJ750	Criminal Justice Program Evaluation	3.0 credit hours
CRJ760	Advanced Criminal Justice Leadership	3.0 credit hours
CRJ770	Homeland Security: Counterterrorism and Counterintelligence Strategies	3.0 credit hours
CRJ780	Organizational and Interpersonal Conflict Management and Resolution	3.0 credit hours
CRJ790	Special Topics	3.0 credit hours

**Research Courses (15.0 credit hours)**

RSM803	Advanced Research Design	3.0 credit hours
RSM700	Quantitative Research I	3.0 credit hours
RSM800	Quantitative Research II (Prerequisite: RSM700)	3.0 credit hours
RSM810	Qualitative Research	3.0 credit hours
RSM823	Advanced Research: Pre-Proposal and Literature Review	3.0 credit hours

\* RSM823 is scheduled as the last course and is not scheduled with any other course.

**Dissertation Courses (12.0 credit hours)**

Students must complete six DSCJ900 courses.

DSCJ900	Dissertation	2.0 credit hours
---------	--------------	------------------

**Residency Requirement**

Doctoral students must complete two residencies: one in the first year of the program, the second prior to DSCJ900.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency Two





## PSYCHOLOGY

### DOCTOR OF PHILOSOPHY DEGREES

#### ***INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY***

##### *Program Description*

The Doctor of Philosophy in Industrial and Organizational Psychology is a research based program focused on career advancement in teaching and consulting the principles of industrial and organizational psychology. The program prepares students for careers as active contributors and leaders in advancing the effectiveness and well-being of people within organizations. The program culminates in a dissertation, which builds the foundation for theoretically grounded research and development of knowledge in the study and application of organizational psychology. Graduates pursue careers as leaders in research, business, or university settings.

**Note:** *This program complies with the guidelines set out by the American Psychological Association's Division 14, the Society for Industrial and Organizational Psychology.*

##### *Program Objectives*

Keiser University's Doctor of Philosophy in Industrial and Organizational Psychology program enables students to contribute to the profession through independent learning, scholarship, and research. Upon completion of this program, students are able to:

- Develop an advanced understanding of general psychological principals and theories to include motivation, learning, emotion, and behavior.
- Appreciate diversity in individuals and the global community, demonstrated through application of ethical problems solving at the individual, social, and organizational levels in the field of psychology.
- Apply principles of effective research methods, evaluating problems, developing research strategies, designing and conducting psychological research, interpreting and evaluating research data, and formulating grounded conclusions to add to the body of knowledge.
- Develop an advanced understanding of Industrial/Organizational Psychology as a science and method for applying psychology to the practical problems faced by people at work in a variety of organizations
- Prepare graduates whose research, teaching, and applied work is primarily informed by current scientific theory, research, and methods.
- Develop and publicize new knowledge in the field of Industrial/Organizational Psychology through dissertation work.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

### *Pre-requisites for Major Courses*

- Path One: Students may enter the Ph.D. in Industrial and Organizational Psychology with a Master's degree from an accredited institution
- Path Two: Students may enter the Ph.D. in Industrial and Organizational Psychology with a Baccalaureate degree in psychology or related behavioral science from an accredited institution and a minimum undergraduate GPA of 3.0. Students with a baccalaureate degree complete an additional 18 graduate semester hours of course work, to include a thesis.

**NOTE:** Courses in the PhD program are eight-weeks in length and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation courses per semester.

### *Program Outline*

To receive a Doctor of Philosophy in Industrial and Organizational Psychology degree, students with a Master's degree must earn 60 graduate semester credit hours as described below. Students with a Bachelor's degree must complete an additional 18 graduate semester credit hours and a thesis to receive their Master's degree while enrolled in the Ph.D. in Industrial/Organizational Psychology. The length of the master's entry program is approximately 44 months, whereas the length of the baccalaureate entry program is approximately 58 months.

### **Doctor of Philosophy in Industrial and Organizational Psychology Core Courses (60.0 – 78.0 credit hours)**

#### **Pre-requisite Courses (18.0 credit hours, for students without a Master's degree)**

PSY502	History and Systems of Psychology	3.0 credit hours
PSY521	Organizational Psychology	3.0 credit hours
PSY522	Human Resources Psychology	3.0 credit hours
PSY562	Evolutionary Psychology	3.0 credit hours
PSY690	Master's Thesis, Part I	3.0 credit hours
	(Pre-requisite: PSY701, RSM700, RSM702)	
PSY699	Master's Thesis, Part II	3.0 credit hours

(Pre-requisite: PSY502, PSY521, PSY522, PSY562, PSY730, PSY760, PSY770, PSY690). PSY699 is taken after 33 graduate semester hours have been completed, and must be taken alone.

#### **Foundation Courses (15.0 – 18.0 credit hours)**

PSY701	Research, Ethics, and Scholarly Writing	3.0 credit hours
PSY710	Cognitive & Affective Basis of Behavior	3.0 credit hours
PSY730	Human Development (Baccalaureate Entry Only)	3.0 credit hours
PSY750	Theories of Learning and Motivation	3.0 credit hours
PSY760	Sociocultural Basis of Behavior	3.0 credit hours
PSY770	Cross-Cultural Methods of Tests and Measurements	3.0 credit hours

#### **Research Courses (15.0 credit hours)**

RSM701	Quantitative Research I	
	(Pre-requisite RSM702)	3.0 credit hours
RSM702	Research Design and Qualitative Methods	3.0 credit hours
RSM801	Quantitative Research II	
	(Pre-requisite RSM701)	3.0 credit hours
RSM802	Advanced Research Theory, Design, and Methods	
	(Pre-requisite: RSM702)	3.0 credit hours

RSM821                   Advanced Research: Pre-Proposal and Literature Review  
 (Pre-requisite RSM701, RSM801 and RSM802)   3.0 credit hours  
 RSM821 is scheduled as the last course and is not scheduled with any other course.

**Ph.D. in Industrial and Organizational Psychology Core Courses**

(18.0 credit hours)

RSM815	Psychometrics (Prerequisites: PSY 770, RSM801)	3.0 credit hours
PSY820	Organizational Psychology	3.0 credit hours
PSY821	Personnel Psychology	3.0 credit hours
PSY822	Interventions in Social Systems	3.0 credit hours
PSY823	Organizational Applications	3.0 credit hours
PSY824	Testing and Assessment in Organizations	3.0 credit hours

**Dissertation Courses (12.0 credit hours)**

Students must complete six DSS900 courses.

DSS900	Dissertation	2.0 credit hours
--------	--------------	------------------

**Residency Requirement**

Doctoral students must complete two residencies, one in the first year of the program; the second prior to DSS900.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency Two



***PSYCHOLOGY***

*Program Description*

The Doctor of Philosophy in Psychology degree is a research based program focused on career advancement in teaching, consulting, administration, or institutional research. The program prepares innovative scholars, researchers, and educators to contribute to the body of knowledge through intensive study in the field of psychology. The program, culminating in a dissertation, builds the foundation for theoretically grounded research and development of knowledge in the study and application of personality, motivation, learning, emotion, and behavior.

*Program Objectives*

Keiser University’s Doctor of Philosophy in Psychology program enables students to contribute to the profession through independent learning, scholarship, and research. Upon completion of this program, students are able to:

- Develop an advanced understanding of general psychological principles and theories to include motivation, learning, emotion, and behavior.

- Appreciate diversity in individuals and the global community, demonstrated through using socio-cultural appropriate methodology in evaluating individual, social, and organizational levels in the field of psychology.
- Evaluate educational and social services program designs to include program evaluation, curriculum development, and assessment strategies.
- Apply principles of effective research methods, evaluating problems, developing research strategies, designing and conducting psychological research, interpreting and evaluating research data, and formulating grounded conclusions to add to the body of knowledge.
- Demonstrate Professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

### *Pre-requisites for Major Courses*

- Path One: Students may enter the Ph.D. in Psychology with a Master’s degree from an accredited institution
- Path Two: Students may enter the Ph.D. in Psychology with a Baccalaureate degree in psychology or related behavioral science from an accredited institution and a minimum undergraduate GPA of 3.0. Students with a baccalaureate degree complete an additional 18 graduate semester hours of course work, to include a thesis.

**NOTE:** Courses in the PhD program are eight-weeks in length, and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation courses per semester.

### *Program Outline*

To receive a Doctor of Philosophy in Psychology degree, students with a Master’s degree must earn 60 graduate semester credit hours as described below. Students with a Bachelor’s degree must complete an additional 18 graduate semester credit hours and complete a thesis to receive their Master’s degree while enrolled in the Ph.D. in Psychology. The length of the master’s entry program is approximately 44 months, whereas the length of the baccalaureate entry program is approximately 56 months.

### **Doctor of Philosophy in Psychology Major Core Courses (60.0 – 78.0 credit hours)**

#### **Pre-requisite Courses (18.0 credit hours, for students without a Master’s degree)**

PSY502	History and Systems of Psychology	3.0 credit hours
PSY532	Health Psychology	3.0 credit hours
PSY542	Psychopathology	3.0 credit hours
PSY562	Evolutionary Psychology	3.0 credit hours
PSY690	Master’s Thesis, Part I (Pre-requisites: PSY502, PSY532, PSY542, PSY562, PSY730, PSY760, PSY701, PSY770, RSM701, RSM702)	3.0 credit hours
PSY699	Master’s Thesis, Part II (Pre-requisite: PSY690).	3.0 credit hours

PSY699 is taken after 33 graduate semester hours have been completed, and must be taken alone.

#### **Foundation Courses (27.0 credit hours)**

PSY701	Research, Ethics, and Scholarly Writing (Program pre-requisite course)	3.0 credit hours
PSY710	Cognitive & Affective Basis of Behavior	3.0 credit hours
PSY720	Behavioral Neuroscience	3.0 credit hours
PSY730	Human Development	3.0 credit hours
PSY750	Theories of Learning and Motivation	3.0 credit hours
PSY760	Sociocultural Basis of Behavior	3.0 credit hours
PSY770	Cross-Cultural Methods of Tests and	

	Measurements	3.0 credit hours
PSY780	Educational Psychology	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

**Research Courses (18.0 credit hours)**

RSM701	Quantitative Research I	3.0 credit hours
RSM702	Research Design and Qualitative Methods	3.0 credit hours
RSM801	Quantitative Research II (Pre-requisite RSM701)	3.0 credit hours
RSM802	Advanced Research Theory, Design, and Methods (Pre-requisite: RSM702)	3.0 credit hours
	Psychometrics (Pre-requisites PSY770, RSM701)	3.0 credit hours
RSM821	Advanced Research: Pre-Proposal and Literature Review (Pre-requisite RSM701, RSM801 and RSM802)	3.0 credit hours

RSM821 is scheduled as the last course and is not scheduled with any other course.

**Elective Courses (In addition to above courses, students must also complete one of the following courses)**

EPY816	Advanced Seminar in Teaching Psychology (Pre-requisite: PSY780)	3.0 credit hours
RSM816	Advanced Seminar in Program Evaluation (Pre-requisites: PSY770, RSM 701)	3.0 credit hours

**Dissertation Courses (12.0 credit hours)**

Students must complete eight DSS900 courses.

DSS900	Dissertation	2.0 credit hours
--------	--------------	------------------

**Residency Requirement**

Doctoral students must complete two residencies: one in the first year of the program, the second prior to DSS900.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency
Two	

**MASTER OF SCIENCE DEGREES**



## **CLINICAL MENTAL HEALTH COUNSELING**

### *Program Description*

The Master of Science in Clinical Mental Health Counseling is designed to provide students with comprehensive preparation for professional practice as a counselor through rigorous coursework and carefully supervised practical experiences in field settings. The program integrates mental health counseling theories and approaches, principles and practices of diagnosis, evidence-based treatments, and strategies for referral, prevention, and advocacy to meet the needs of diverse clients. Graduates will be prepared to assume a variety of positions in the counseling field and be equipped to model the highest standards and ethics of the profession.

### *Program Objectives*

The Clinical Mental Health Counseling program enables students to contribute to the profession through independent learning, scholarship, and research. Upon completion of this program, student's will:

1. Understand the role, function, and professional identity of counselors, understand professional issues unique to mental health counseling, and promote the growth and development of the field of professional counseling.
2. Acquire an understanding of and adhere to the ethical and legal considerations and the principles and professional values related specifically to the practice of clinical mental health counseling.
3. Be able to articulate an informed comprehension of a variety of theoretical perspectives on human behavior as well as articulate their personal rationale for and approach to counseling.
4. Develop self-awareness, knowledge, and skills related to issues of diversity and multiculturalism to serve more effectively a broad spectrum of individuals, families, and communities, including demonstrating effective strategies for client advocacy and matters of equity and accessibility.
5. Demonstrate knowledge and application of appropriate individual, family, group, and systems modalities for counseling, including the use of prevention, crisis intervention strategies, career/occupational counseling, and encouragement of self-help.
6. Develop knowledge and application of principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of psychopathology leading to diagnoses and appropriate counseling plans.

### *Program Outline*

To receive a Master of Science in Clinical Mental Health Counseling degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months.

#### **Master of Science in Clinical Mental Health Counseling Major Courses (60.0 credit hours)**

##### **Core Counseling Courses (36.0 credit hours)**

MHC501	Foundations of Counseling	3.0 credit hours
MHC505	Counseling across the Lifespan	3.0 credit hours
MHC510	Counseling Skills and Techniques	3.0 credit hours
MHC515	Counseling Theories and Practice	3.0 credit hours
MHC520	Ethical and Legal Issues in Counseling	3.0 credit hours
MHC525	Group Theories and Practice	3.0 credit hours
MHC530	Career Counseling	3.0 credit hours
MHC535	Counseling Advocacy with Diverse Populations	3.0 credit hours
MHC540	Crisis Counseling	3.0 credit hours
MHC545	Counseling Intervention and Treatment Planning	3.0 credit hours

MHC550	Assessment in Counseling	3.0 credit hours
RSM610	Research and Program Evaluation	3.0 credit hours

MHC501 is taken in the first semester of the program. Students must successfully complete all core courses prior to enrolling in MHC660.

**Specialization Courses (15.0 credit hours)**

MHC555	Psychopathology and Diagnosis	3.0 credit hours
MHC560	Counseling in Community Settings	3.0 credit hours
MHC565	Couples and Family Counseling	3.0 credit hours
MHC570	Foundations of Addiction and Addictive Behavior	3.0 credit hours
MHC575	Counseling and Sexuality	3.0 credit hours

**Clinical Experiences (9.0 credit hours)**

MHC660	Practicum in Counseling	3.0 credit hours
MHC661	Internship in Counseling	3.0 credit hours

Students take two MHC661 courses after completion of MHC660. MHC661 is taken in the final two semesters of the program.

**NOTE:** Courses in the program are 16-weeks in length. Most courses are asynchronous in nature, however some courses may require students to participate in activities at set times (e.g., group supervision).

**Hybrid Courses**

The M.S. in Clinical Mental Health Counseling requires three hybrid courses (i.e., MHC525, MHC530, MHC660) where students will receive on-campus instruction during an intensive weekend. Students will focus on skill development in individual and group counseling, applying knowledge gained in coursework. Students will receive individual interaction, direction, and feedback from faculty members, opportunities to share experiences and insights with peers, and preparation for clinical work in practicum and internship settings.

*Attendance of the intensive weekend portion of hybrid courses is required and part of the course grade. Hybrid courses are offered at specific times during the program. When following a typical student program plan, students will come to campus once per semester during the first year of the program and again while completing the practicum experience.*

**Clinical Experiences**

Toward the end of the program, students will complete clinical experiences, referred to as practicum and internship. During this time, students have the opportunity to put into practice what they have learned in their coursework. Students will practice foundational counseling skills and gradually integrate more advanced skills, while receiving individual and group supervision.

Students will be responsible for selecting an appropriate site that can provide the types of activities, clients, and clinical supervision required. Students should consult with their academic advisor for details regarding their required experiences and supervisor qualifications.

Students are required to obtain a minimum of 100 hours of practicum experience and 600 internship hours. In some states, including Florida, students who do not graduate from a CACREP- accredited program may be required to obtain a greater number of practicum/internship hours to fulfill licensure requirements. Students are encouraged to obtain a minimum of 1000 hours of clinical experience (of which 40% should be face-to-face client contact hours) to meet various state requirements.

### **Student Review and Retention**

The program faculty conducts continuous reviews of students to assess progress throughout the program. Students are evaluated on appropriateness for the field of counseling, including consideration of the student's academic performance, professional development, and personal development. Students failing to demonstrate personal, professional, and/or ethical behaviors that relate to the ability to function as a counselor may be denied continuance in the program. Students are responsible for being familiar with and following all retention requirements and policies as stated in this catalog.

### **Licensure in Counseling**

The M.S. in Clinical Mental Health Counseling was developed to be in line with national standards for licensure. All states require professional counselors to go through a licensing process; however, the specific rules and regulations vary by state. The program may not meet the specific licensure requirements in all states.

In general, the following are required to obtain licensure as a professional counselor: a master's degree in counseling, including state-specific coursework and supervised clinical experience; passing scores on one or more national and state-specific examinations; supervised post-master's clinical work; and, demonstration of appropriate fitness to practice counseling.

The program prepares students for, but does not guarantee, licensure as a professional counselor. Students are strongly encouraged to contact their state licensing board to determine the requirements needed in the state in which they are seeking licensure prior to beginning any counseling program. For example, some states may have restrictions related to online counseling programs. It is the responsibility of the student to verify the necessary requirements and plan to meet those requirements, if any.



## ***ORGANIZATIONAL PSYCHOLOGY***

### ***Program Description***

The Master of Science in Organizational Psychology degree emphasizes behavior of individuals in businesses and organizations to determine how to improve performance and productivity for that organization. Graduates of the program apply cutting edge research and theory using quantitative skills at work every day. They factor human behavior into the successful business equation by motivating productivity, building resilient leadership, supporting diverse cultures, and managing organizational change



## Program Objectives

Keiser University's Master of Science in Organizational Psychology program enables students to contribute to the profession through independent learning, scholarship, and research. Upon completion of this program, students are able to:

- Develop an understanding of organizational psychological principles and theories to include human resources, leadership development, organizational behavior, and tests and measures.
- Appreciate diversity in individuals demonstrated through application of multicultural methods of research and understanding of psychological principles.
- Utilize research methods to interpret and evaluate research data.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

## Pre-requisites for Major Courses

- Bachelor's degree from an accredited institution.

**NOTE:** Courses in the Master program are eight-weeks in length and students are scheduled for one or two courses concurrently. Master's Thesis courses are eight-weeks in length.

## Program Outline

To receive a Master of Science in Organizational Psychology degree, students must complete 36 graduate semester credit hours as described below. The length of this program is approximately 24 months.

### Master of Science in Organizational Psychology Core Courses (36.0 credit hours)

PSY523	Psychology of Leadership	3.0 credit hours
MAN672	Cross-Cultural Management	3.0 credit hours
MAN673	Organizational Change	3.0 credit hours
PSY501	Psychology of Decision-Making (Program pre-requisite course – taken alone)	3.0 credit hours
PSY502	History and Systems of Psychology	3.0 credit hours
PSY521	Organizational Psychology	3.0 credit hours
PSY522	Human Resources Psychology	3.0 credit hours
PSY570	Tests and Measurements	3.0 credit hours
RSM600	Quantitative Research	3.0 credit hours
RSM602	Research Design/Thesis Approval	3.0 credit hours
PSY680	Capstone I	3.0 credit hours
PSY689	Capstone II	3.0 credit hours
PSY690	Master's Thesis, Part I Pre-requisite: PSY501, RSM600, RSM602	3.0 credit hours
PSY699	Master's Thesis, Part II	3.0 credit hours

\*PSY501 is the first course in the program.

\*PSY680/PSY689 or PSY690/PSY699 must be taken after completing first 30 credits.

\*With written permission of the Department Chair, students may opt to take PSY690/PSY699 instead of PSY680/PSY689.

\*PSY689 is taken after 33 graduate semester hours have been completed, and must be taken alone.

\*PSY699 is taken after 33 graduate semester hours have been completed, and must be taken alone.



## **PSYCHOLOGY**

### *Program Description*

The Master of Science in Psychology degree is a research based program focused on career advancement in teaching, consulting, or administration. The program culminates in a master's thesis, which builds upon the foundation of information learned in the coursework. Graduates demonstrate a conceptual understanding of advanced psychology and contribute intellectually to the field.

### *Program Objectives*

Keiser University's Master of Science in Psychology program enables students to contribute to the profession through independent learning, scholarship, and research. Upon completion of this program, students are able to:

- Develop an understanding of general psychological principals and theories to include evolutionary psychology, psychopathology, health psychology, human resource psychology, organizational psychology, and tests and measures.
- Appreciate diversity in individuals demonstrated through application of multicultural methods of research and understanding of psychological principles.
- Utilize research methods to interpret and evaluate research data.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

### *Pre-requisites for Major Courses*

- Bachelor's degree from an accredited institution.

**NOTE:** Courses in the Master program are eight-weeks in length and students are scheduled for one or two courses concurrently. Master's Thesis courses are eight-weeks in length.

### *Program Outline*

To receive a Master of Science in Psychology degree, students must complete 36 graduate semester credit hours as described below. The length of this program is approximately 24 months.

#### **Master of Science in Psychology Major Core Courses (36.0 credit hours)**

PSY501	Psychology of Decision Making (Program pre-requisite course-taken alone)	3.0 credit hours
PSY502	History and Systems of Psychology	3.0 credit hours
PSY521	Organizational Psychology	3.0 credit hours
PSY522	Human Resources Psychology	3.0 credit hours
PSY532	Health Psychology	3.0 credit hours
PSY542	Psychopathology	3.0 credit hours

PSY562	Evolutionary Psychology	3.0 credit hours
PSY570	Tests and Measurements	3.0 credit hours
PSY690	Master's Thesis, Part I (Pre-requisites: PSY501, PSY502, PSY521, PSY522, PSY532, PSY542, PSY562, PSY570, RSM600, RSM602)	3.0 credit hours
PSY699	Master's Thesis, Part II (Pre-requisite: PSY690)	3.0 credit hours
RSM600	Quantitative Research	3.0 credit hours
RSM602	Research Design / Thesis Proposal	3.0 credit hours

- PSY501 is the first course in the program.
- PSY680/PSY689 or PSY690/PSY699 must be taken after completing first 30 credits.
- With written permission of the Department Chair, students may opt to take PSY690/PSY699 instead of PSY680/PSY689.
- PSY689 is taken after 33 graduate semester hours have been completed, and must be taken alone.
- PSY699 is taken after 33 graduate semester hours have been completed, and must be taken alone.



## MASTER OF ARTS DEGREES

### **CRIMINAL JUSTICE**

#### *Program Description*

Keiser University's Master of Arts degree in Criminal Justice provides an intensive study of theory and practice in the field of criminal justice. The program fosters independent learning and enables students to contribute intellectually to the corrections, law enforcement and administration of justice professions.

Students learn to manage components of the criminal justice system through course work in areas such as correctional systems, law enforcement, court systems, criminal justice and criminology theory, juvenile justice, gender, race, and crime, professionalism and ethics, criminal justice research, and management and leadership in criminal justice. Graduates demonstrate a conceptual understanding of advanced criminal justice systems and critically analyze and solve problems based on applied research methods.

#### **BACJ TO MACJ ACCELERATED TRACK**

Students enrolled in Keiser University's BACJ to MACJ accelerated track take the graduate course listed below in place of one undergraduate course, thus accelerating the completion of the MACJ degree. Students enrolled in the BACJ with Forensics Concentration are also able to use this accelerated track to the master's degree.

Replace one of the following BA in Criminal Justice courses:

- CCJ3601 Deviant Behavior
- CCJ4644 White Collar Crime
- CJE4175 Comparative CJ Systems
- CJE3140 Private Security
- CCJ4661 Terrorism

With the following MA in Criminal Justice course:

- MACJ501 Seminar in Criminal Justice

### *Program Objectives*

Keiser University's MACJ program enables students to contribute to the criminal justice profession and fosters independent learning. Upon completion of this program, students are able to:

- Evaluate an agency's ability to meet the safety needs of a community including corrections, law enforcement and administration of justice
- Evaluate, research and critically analyze gaps or deficiencies in criminal justice services
- Effectively and ethically lead and manage criminal justice, community services, and human/social services professionals in both public and private sectors
- Evaluate contemporary criminal justice systems and their policies and practices
- Evaluate the psychological basis, nature and causes of crime: typologies and offenders
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

### *Pre-requisites for Major Courses*

- Baccalaureate degree from an accredited institution. Students complete their capstone course in their last semester of enrollment. No elective courses are offered in this program.

**NOTE:** Courses in the MACJ program are eight-weeks in length.

### *Program Outline*

To receive a Master of Arts in Criminal Justice degree, students must earn 33 graduate semester credit hours as described below. The length of this program is approximately 22 months.

#### **Master of Arts in Criminal Justice Major Core Courses (33.0 credit hours)**

MACJ501	Seminar in Criminal Justice (taken in first semester)	3.0 credit hours
MACJ511	Seminar in Law Enforcement	3.0 credit hours
MACJ512	Seminar in Court Systems	3.0 credit hours
MACJ513	Seminar in Correctional Systems	3.0 credit hours
MACJ514	Theory in Criminology and Criminal Justice	3.0 credit hours
MACJ580	Conflict Analysis and Resolution	3.0 credit hours
MACJ540	Professionalism and Ethics in CJ	3.0 credit hours
MACJ550	Juvenile Justice	3.0 credit hours
MACJ520	Policy Analysis in Criminal Justice	3.0 credit hours
MACJ590	Research Methods in CJ	3.0 credit hours
MACJ610	Capstone	3.0 credit hours

## ***HOMELAND SECURITY***

### *Program Description*

Keiser University's Master of Arts degree in Homeland Security provides an intensive study of topics related to protecting the U.S. from threats to Homeland Security. The program fosters

independent learning and enables students to contribute intellectually to the areas of homeland security, border patrol and cyber security.

Students learn to work in areas such as border patrol, airports, seaports and waterways; research and development of the latest security technologies; responders to natural disasters or terrorist assaults; analysis of intelligence reports, and other timely areas related to homeland security. Graduates demonstrate a conceptual understanding of homeland security and topics related to protecting the U.S. from threats to homeland security and critically analyze and solve problems based on applied research methods.

### *BAHS to MAHS Accelerated Track*

Students enrolled in Keiser University's BAHS to MAHS accelerated track take the graduate course listed below in place of one undergraduate course, thus accelerating the completion of the MAHS degree.

Replace one of the following BA in Homeland Security courses:

- DCS3037 Recognition and Investigation of Terrorism
- DSC3211 Emergency Planning and Security Measures II
- DSC4031 Tactical Communications

With the following MA in Homeland Security course:

- MACJ501 Seminar in Criminal Justice

### *Program Objectives*

Keiser University's MAHS program enables students to contribute to the homeland security profession and fosters independent learning. Upon completion of this program students are able to:

- Collaborate with community stakeholders to create prevention, deterrence, preemption, defense, and response strategies and systems appropriate to local, regional, national, and international critical incidents and emergencies.
- Make use of technological and scientific research that focuses on the evolution of existing science and technology and/or the development of new science/and technology that contribute to homeland security.
- Evaluate domestic security challenges that face the United States and other industrialized nations.
- Evaluate and propose necessary changes at federal, state, and/or local levels, to reflect the evolving strategic policy issues associated with a statutory and current U.S. governmental direction for homeland security.
- Recognize terrorist groups' activities in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation-state.
- Define and describe by example the statutory, policy, strategy and legal differences between homeland security and homeland defense.
- Evaluate existing policies, procedures and protocols by DHS and inter-agency community to allow seamless agency integration through prevention, protection, and incident response and recovery scenarios. Validate literal and procedural alignment/compliance with other agencies.
- Explore interdisciplinary perspectives on, and approaches to, homeland security.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

## Pre-requisites for Major Courses

- Baccalaureate degree from an accredited institution. Students complete their capstone course in their last semester of enrollment. No elective courses are offered in this program.

**NOTE:** Courses in the MAHS program are eight-weeks in length.

### Program Outline

To receive a Master of Arts in Homeland Security degree, students must earn 33 graduate semester credit hours as described below. The length of this program is approximately 22 months.

#### Master of Arts in Homeland Security Major Core Courses (33.0 credit hours)

MACJ501	Seminar in Criminal Justice (taken in first semester)	3.0 credit hours
MACJ514	Theory in Criminology and Criminal Justice	3.0 credit hours
MACJ580	Conflict Analysis and Resolution	3.0 credit hours
MACJ540	Professionalism and Ethics in CJ	3.0 credit hours
MACJ571	Seminar in Homeland Security	3.0 credit hours
MACJ572	Dynamics of Terrorism	3.0 credit hours
MACJ573	Domestic and International Terrorism	3.0 credit hours
MACJ574	Cyber Security	3.0 credit hours
MACJ576	Border Security: Policy and Intervention	3.0 credit hours
MACJ590	Research Methods in CJ	3.0 credit hours
MACJ610	Capstone	3.0 credit hours

## Course Descriptions

### ACG5075 (3.0 credit hours)

#### *Accounting for Decision Making*

Students learn to analyze and present financial and managerial accounting data. Topics include measurement of costs, planning, forecasting, budgeting, cost/revenue/profit analysis, Sarbanes-Oxley Act and corporate trust. Co-requisites: MBA510 or equivalent (minimum "C" grade).

### ACG5138 (3.0 credit hours)

#### *Advanced Financial Reporting and Accounting Concepts*

Evaluate and apply advanced topics in financial accounting concepts to reporting and disclosure requirements. Ethical concepts are also discussed (minimum "C" grade).

### ACG5255 (3.0 credit hours)

#### *Advanced International Accounting Concepts*

Apply and discuss the impact on financial reporting concepts, standards, and disclosures related to international accounting standards. Ethical standards as they relate to international accounting concepts is also covered (minimum "C" grade).

### ACG6367 (3.0 credit hours)

#### *Advanced Cost/Managerial Accounting*

Analyze and interpret financial data used to support managerial decision making. Discuss ethical professional practices as they relate to managerial professionals (minimum "C" grade).

### **ACG6505 (3.0 credit hours)**

#### *Advanced Governmental and Fund Accounting*

Analyze and interpret concepts, transactions, standards and practices for government and not-for-profit entities. Ethical considerations related to governmental and not-for-profit organizations are also discussed. The course covers fund accounting and grants (minimum “C” grade).

### **ACG6635 (3.0 credit hours)**

#### *Advanced Auditing Theory and Applications*

Study the theory of auditing and the development of audit procedures used to obtain evidence, assess risk and report findings. The auditor's responsibilities related to professional standards is also discussed (minimum “C” grade).

### **ACG6685 (3.0 credit hours)**

#### *Fraud Examination Concepts*

Evaluate the theory, techniques, and professional standards relating to fraud examination. This course focuses on specific areas related to the recording and reporting of fraudulent activities, internal auditor responsibilities related to fraud examination, and fraud detection and prevention techniques (minimum “C” grade).

### **ACG6687 (3.0 credit hours)**

#### *Fraud Examination Conduct and Procedures*

Examine the theory of conducting a fraud examination, including a discussion of specific procedures used and the reasoning behind the use of these procedures. Coverage extends to ethical concerns used in investigating specific types of fraud committed (minimum “C” grade).

### **ACG6688 (3.0 credit hours)**

#### *Fraud Examination and the Legal Environment*

Examine professional standards and federal legislation related to fraud examinations including coverage of laws that preserve the rights of individuals suspected of committing fraud, the laws that govern civil and criminal prosecutions, the admittance of evidence, and the testimony of expert witnesses (minimum “C” grade).

### **ACG6816 (3.0 credit hours)**

#### *Professional Accounting Research*

Evaluate and use professional literature and technology to identify research and develop potential solutions to currently unresolved accounting problems with an emphasis on ethical concerns (minimum “C” grade).

### **ACG6842 (3.0 credit hours)**

#### *Advanced Data Analytics for Accountants*

Apply concepts related to data analytics used in specialized areas of accounting. Create flowcharts, template forms and other accounting documents using software. Use data analysis tools to identify and predict trends and to ensure there are proper controls associated with company information. Analyze new technology and the impact on the accounting profession.

### **AEC760 (3.0 credit hours)**

#### *The Profession and Practice of Adult Education*

This course is an examination of the basic situ

### **AEC764 (3.0 credit hours)**

#### *Facilitation of Adult Learners*

This course moves students from the philosophy of a teacher-centered classroom to a learner-centered environment helping them gain skills in the facilitation of adult learners. Students will

further examine and fine tune multiple modes of instruction including class discussion, case studies, role playing and student self-assessment. Students will design model lessons and instructional models as well model facilitation practices for establishing learning communities within the classroom or through on-line learning environments. This practical course will focus is on preparing adult educators to be facilitators as well as dynamic presenters improving the quality of instruction and reflexive practice.

### **AEC766 (3.0 credit hours)**

#### *Current Research in Adult Learning and Human Development*

The process of human development happens over a life time with the progression of various stages of development influenced by learning. This course examines historical and contemporary models of adult learning and human development and examines the potential implications for the design and facilitation of adult education. Application of these models will be made to educational settings, and discussed in relationship to a range of topics including personal teaching and learning experiences, theory-based approaches to contemporary problem-solving, lifelong moral development, and intergenerational relationships.

### **AEC768 (3.0 credit hours)**

#### *Multicultural and Special Populations of Adult Learners*

Working within educational and social institutions and organization requires an understanding of issues of diversity and equity. This course engages students in developing their own personal understandings of multiculturalism in their lives and the profession of Adult Education, in critically examining how institutions and societies end up providing differing opportunities and experiences to different groups of people, and examining our roles in supporting or altering these systems and structures. Further this course will examine the role of educational theory and practice in the enhancement of multicultural and special populations of adult learners.

### **BUS510 (3.0 credit hours)**

#### *Foundations in Decision Making*

This course is an examination of the problems that plague habits of thinking and decision making and the skills needed to improve them in order to better problem solve in today's changing business environment. Topics include critical thinking and analysis, decision models and ethical business decision making models as well as traps in thinking, communication, and decision making.

### **BUS583 (3.0 credit hours)**

#### *Strategic Planning and Implementation*

This course focuses on business planning, strategy and organizational analysis. In MBA programs this course is often called "Strategic Management ". Strategic Management is the decision process that compares an organization's internal capabilities with the external opportunities and threats it faces in its environment. It is an ongoing process of analysis, planning, and action that attempts to keep a firm aligned with its environment while building on organizational strengths and exploiting environmental opportunities while minimizing organizational weaknesses and avoiding environmental threats. Strategic Management positions a business in terms of the products it produces, the processes it uses to produce them, the markets it serves, and the policies that guide its activities. Strategic Management is the decision-making process that formulates strategic plans, acquires resources, allocates resources to organizational units, and uses strategic control to ensure that the plans are carried out and that the goals and objectives are achieved. In general, Strategic Management is a proactive process that is intended to help managers effectively and efficiently achieve a firm's performance objectives in an unpredictable, turbulent environment. Organizational analysis emphasizes the design, functioning and structure of an organization. Also, we will examine contingency and entrepreneurial planning.



## **BUS651 (3.0 credit hours)**

### *International Trade*

Students gain knowledge of important theories, concepts, institutions and issues affecting international trade. Topics include theories on specialization and trade, reasons for and types of trade barriers, exchange rate systems, measures of balance of trade and payments, trade agreements and the role of international institutions such as the World Trade Organization, World Bank and International Monetary Fund. Students gain practical understanding through the use of real-world cases and projects. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

## **CES701 (3.0 credit hours)**

### *Professional Orientation and Ethics*

The course covers the history and philosophy of the counseling profession, as well as the counselor's professional roles, functions, and relationships with other human service providers. It emphasizes the competencies and responsibilities of counselor educators and supervisors. Discussion topics include 1) self-care strategies appropriate to the counselor role; 2) counseling supervision models, practices, and processes; 3) professional organizations, including membership benefits, activities, services to members, and current issues; 4) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; 5) the role and process of the professional counselor advocating on behalf of the profession; 6) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and 7) ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (Program co-requisite)

## **CES841 (3.0 credit hours)**

### *Advanced Counseling Theories*

This course provides students with advanced training in the skills and knowledge required to teach counseling theories in a multicultural society. Students consider how they might advise supervisees who use the theories, and students will analyze challenges they may face related to teaching and supervising of these theories. Discussion topics include 1) an orientation to wellness and prevention as desired counseling goals; 2) counselor characteristics and behaviors that influence helping processes; 3) essential interviewing and counseling skills; 4) counseling theories that provide the student with models to conceptualize; 5) client presentation and selection of appropriate counseling interventions; 6) systems perspective that provides an understanding of family and other systems theories; 7) a general framework for understanding and practicing consultation; and 8) crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (Pre-requisite: CES701)

## **CES842 (3.0 credit hours)**

### *Counseling Supervision*

This course provides students with an overview of supervision theory and the opportunity to learn methods for planning, conducting and documenting individual and group supervisory sessions for counselors in training. Techniques will be synthesized, which will promote prospective counselors' development in assessment, intervention, evaluation, cultural competence, case conceptualization and documentation, self-evaluation, consultation, and effective use of supervision. This course will explore ethical and legal issues related to clinical supervision for counselors and counselors in training. (Pre-requisite: CES701)

### **CES843 (3.0 credit hours)**

#### *Multicultural Counseling and Advocacy*

This course provides doctoral students with the awareness, knowledge and skills required of counselors, counselor educators, and counseling supervisors to be effective in a diverse society. This course is designed to enhance students understanding of responsibility of counselor educators to foster social change, provide leadership, and service the counseling professional and advocate for their community, clients, students, and profession. Students will use current research to examine the current trends and issues of the profession and identify how community, national, and international issues affect the counseling profession. Students will also understand the processes of advocacy and social change. Discussion topics include 1) theories of multicultural counseling, identity development, and social justice; 2) counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and 3) counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (Pre-requisite: CES701)

### **CES844 (3.0 credit hours)**

#### *Leadership, Consultation, and Program Evaluation*

This course prepares students with the knowledge and skills related to the roles of consultant and program evaluator in various settings. Through a variety of practical discussions and assignments, students explore leadership theory and skills; consultation models and processes; program evaluation models and methods; and the availability of funding sources. Students synthesize knowledge and apply skills to case studies and real-life examples. (Pre-requisite: CES701)

### **CES845 (3.0 credit hours)**

#### *Instructional Methods in Counselor Education*

This course provides doctoral students with the opportunity to examine historic and current theories and practices of teaching and learning and to prepare students to become competent teachers of counselor education. Students will examine instructional methods that are based on individual, environmental and psychological processes that determine knowledge and behavior change. The course offers an opportunity to examine processes that affect learning in a counselor education program. Students focus on various adult learning theories and how to work effectively with different learning styles, cultural dynamics, and diversity. They also learn how to apply strategies to help students acquire and apply knowledge and skills as well as how to evaluate learning outcomes. (Pre-requisite: CES701, PSY780)

### **CES850 (3.0 credit hours)**

#### *Advanced Research: Pre-Proposal and Literature Review*

This course is designed for doctoral researchers to formulate of a problem statement, research question, and determine the most effective research methodology to use for their dissertation. The impact of the study on the profession and addition to the body of knowledge will be developed and defended. Students will also critically review and provide feedback to other doctoral researchers. Students will critically analyze the literature surrounding the research question and write a scholarly review of the research using best practices in APA documentation style. By the end of the course students will have completed the pre-proposal and submitted it to the committee for approval. (Pre-requisite: RSM701, RSM801, and RSM802)

### **CES860 (1.5 credit hours)**

#### *Practicum*

This supervised practicum experience has a minimum of 100 clock hours over two 8-week periods (taken twice for a total of 16 weeks). The practicum must include 1) at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills; weekly

interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract; 2) an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; 3) the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; 4) evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Pre-requisite: CES701)

### **CES861 (1.5 credit hours)**

#### *Internship*

This supervised experience takes place in a selected educational setting (clinical practice, research, or teaching). The course is taken repeatedly for a total of 600-hour internship includes supervised experiences in most of the activities of a regularly employed professional in the setting. The internship is intended to reflect the comprehensive work experience of a professional counselor. Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Pre-requisites: CES701, CES860)

### **CGS601 (3.0 credit hours)**

#### *Business Information Systems*

This course introduces the student to information systems (IS) from the perspective of the general manager. Broadly defined, information systems address the application of modern information technology -- digital computing and communications-- to human organizations and their management. Today, IS comprises a crucial functional area of most businesses, with important linkages throughout the enterprise. Understood most basically, information systems provide the business logic and data associated with the firm's everyday business processes. They provide the foundations for engaging in electronic business and commerce. Without question, a basic understanding of IS is indispensable to those who would lead organizations in the new information economy. The course is organized to appeal to all MBA students who do not already have a substantial background in IS, whether they are technically skilled in hands-on computing or not. It seeks to motivate every student to both broaden and deepen his or her current familiarity with information systems. This particular offering of the course is further designed to appeal to those students interested in entrepreneurship, in that it offers the opportunity to envision the information systems required to support a new business.

## **CGS602 (3.0 credit hours)**

### *Enterprise Information Systems and Networks*

This course is designed for students who wish to develop their knowledge of the application of Information Technology (IT) to organizations and their management. It focuses on information systems (IS) and their functionality and use in organizations (as opposed to what underlying technology IS employs or how they are developed and managed). It is motivated by the broad question, "How may IS provide important organizational know-how and competence?" It further addresses the very practical question, "How do I know the worth of my IS and how do I maximize it?" It prepares the manager and consultant to deliver IS value to the enterprise.

This course provides a set of latest approaches in designing IT infrastructures aligning them with enterprise business activities at the architectural level, including business architecture, information architecture, solution architecture, and technology architecture. Topics include: virtualization, OSI model. TCP/IP, IPv4, IPv6, modeling techniques used to represent logical and conceptual web enabled information system designs, access mechanisms, storage pools, encryption and data protection and various networking technologies in LANs/MANs/WANs.

## **CGS603 (3 Credits)**

### *Information Systems Management*

This course is designed to teach students project management and system lifecycle management practices used in the management of business information systems. Students will learn steps, concepts, and terminology used in project management and necessary for Project Management Professional certification. Students will gain experience creating standard project management plans, documents, schedules and proposals, and have hands-on exercises using management tools such as Microsoft Project. Students will also learn important skills for project estimation, progress tracking, estimating return-on-investment, and prioritization. Students will be tested on their knowledge of PMP standards and assessed on their ability to use Microsoft Project and to create acceptable plan documents.

## **CGS604 (3.0 credit hours)**

### *Strategic Management of Technology Innovation*

The purpose of this course is to better understand the dynamics of industries driven by technological innovation, and to think strategically about technological innovation and new product development. This course provides a series of strategic frameworks for managing technology-intensive businesses. The emphasis throughout the course is on the development and application of conceptual models which clarify the interactions between competition, patterns of technological and market change, and the structure and development of organizational capabilities.

This course immerses students in the new product development (NPD) process with the objective of learning key tools and methods, and applying them to case studies, exercises and the course project. Products are viewed through three lenses: (1) performance on quantifiable attributes, (2) appeal due to emotional characteristics, and (3) cost/technology tradeoffs. The NPD process is investigated through its five key phases: (a) ideation, (b) concept generation & selection, (c) detailed design, (d) prototyping & testing, and (e) ramp-up & product launch. Special topics include mass customization and parallel prototyping.

## **CGS605 (3.0 credit hours)**

### *Technology Forecasting and Analysis*

Examines key emerging technologies in B2B environments, their development patterns, and the associated impact on industries, industrial competitiveness, and society. This course considers the technology and trends, analysis of requirements for a new IT system, system development, software packages, and knowledge management. Applications from e-commerce are considered throughout

the course. How to manage IT projects is covered along with causes of failure and problems. Examples are provided from a variety of different industries. Specific technologies include client-server systems, intranet/Internet based systems, and Enterprise Resource Planning (ERP) systems. The course is intended to provide students with essential knowledge of technology and systems to make them more effective in their careers.

### **CIL743 (3.0 credit hours)**

#### *Curriculum: Advanced Theory and Research*

Curriculum change is an inevitable element of education reform, both at the K-12 and Higher Education levels. This course is designed to create competent leaders in curriculum to guide institutions in the reform to improve student achievement. Students will examine current theory and practice in the field, as well as evaluating major curriculum theories for applicability to specific programs and courses of study. In addition, emphasis will be on current developments in curriculum affecting education reform and the professional organizations that influence curriculum decisions.

### **CIL744 (3.0 credit hours)**

#### *Instruction: Advanced Theory and Research*

This course highlights the instructional paradigms of learning and the assumptions of various theories that describe the roles of learners and instructors. Students research the relationship between learning theory and instructional theory and how this relationship affects decision-making in educational settings. This course will also highlight institutional collaboration and innovation that impacts instructional decisions and educational outcomes.

### **CIL745 (3.0 credit hours)**

#### *Assessment for Student Learning*

Assessment, measurement, and evaluation are investigated in this class as critical aspects of student learning and institutional improvement. Students will evaluate various factors that influence the quality of an evaluation system, as well as assessment communication processes at all levels within an educational institution. Topics also include best practices for development and delivery of standardized testing, teacher-made tests, rating scales for performance, rubrics for evaluating student work, methods of effective feedback, and instructional modification based on assessment.

### **CIL746 (3.0 credit hours)**

#### *Curriculum and Instruction for Professional Development*

School and higher education leaders allocate considerable resources to develop faculty. This course explores models and processes that can guide decisions about effective curriculum and instruction to improve faculty performance. Students will also analyze research on best curriculum planning practices and theory for specific and targeted professional development tie to institutional goals and visions.

### **CRJ700 (3.0 credit hours)**

#### *Proseminar in Criminal Justice and Criminology*

This course is designed to provide doctoral students a comprehensive review of the criminal justice system and research. The central focus of this course is to analyze criminal justice policies and case studies relevant to crime, police use of force, capital punishment, and the relationship between crime and immigration in the United States.

### **CRJ710 (3.0 credit hours)**

#### *Criminological Theory*

This course is an overview of major criminological paradigms. This course will further focus on crime causation through the exploration of biological, psychological, and sociological theories, giving

particular attention to the study of crime from a “cause of crime” perspective and their importance for understanding the current state of criminological theory.

### **CRJ715 (3.0 credit hours)**

#### *Advance Criminological Theory*

This course is an examination of the conceptual, logical, and empirical adequacy of major criminological theories. This course will focus on biological, psychological, social and integrative theories of criminal behavior. The course will further focus on the application of theories that explain individual criminal behavior and aggregate criminal behavior.

### **CRJ720 (3.0 credit hours)**

#### *Criminal Justice Policies and Practices*

The study of criminal justice policies and practices will provide doctoral students with a critical understanding of crime and operations of the criminal justice system. Further, students will examine criminal justice policies in the United States and practices, to include problems, issues, and tasks that confront criminal justice policy makers.

### **CRJ730 (3.0 credit hours)**

#### *Police and Society*

This course is designed to provide doctoral students a comprehensive review and examination of current issues in police practices, operations, and police organizations. Topics such as police authority, police conflict, police militarization, and police interaction with society.

### **CRJ740 (3.0 credit hours)**

#### *Seminar in Comparative Criminal Justice and Transnational Crimes*

This course is an advanced comparative analysis of the global criminal justice systems and will cover transnational crimes, and criminal justice response to those crimes. Topics will cover, but not limited to human trafficking, cybercrime, drugs and weapons trafficking, piracy, and terrorism.

### **CRJ750 (3.0 credit hours)**

#### *Criminal Justice Program Evaluation*

This course is designed to provide doctoral students a comprehensive review of tools, key concepts, methods, and approaches used by criminal justice policy makers and policy analysts. Topics will include identifying programs to evaluate, creating program descriptions, identifying stakeholders, establishing logic models and evaluation questions, applying evaluation techniques, and providing evaluation reports to decision makers for a social program. Specifically, the range of activities will cover designing, implementing, and assessing a social program of the students choosing.

### **CRJ760 (3.0 credit hours)**

#### *Advanced Criminal Justice Leadership*

This course is designed to provide doctoral students a comprehensive review of identifying problems in the criminal justice system and providing viable solutions to criminal justice management. A thorough examination of current literature will provide a practical and educational experience on various leadership models for strategic and critical thinking; and the impact of management decisions on criminal justice and community organizations.

### **CRJ770 (3.0 credit hours)**

#### *Homeland Security: Counterterrorism and Counterintelligence Strategies*

This course is designed to provide doctoral students a comprehensive review of the Homeland Security enterprise and current management approaches related to homeland security, including topics such as counterterrorism and counterintelligence strategies. Specifically, students will examine methodologies and analytic tools, review literature, and case studies on intelligence failures.

### **CRJ780 (3.0 credit hours)**

#### *Organizational and Interpersonal Conflict Management and Resolution*

This course provides an overview of major organizational and interpersonal conflict management and resolution theory and practice paradigms. This course will focus on the nature of conflict, conflict perspectives, needs and interests, goals, structure of conflict, styles of organizational and interpersonal conflict management and resolution, communication and motivation, negotiation and mediation, crisis intervention, and conflict as it relates to culture and diversity.

### **CRJ790 (3.0 credit hours)**

#### *Special Topics*

This course is designed to provide doctoral students a comprehensive review of current research from a range of perspectives in criminal justice (focus of course is on specific research expertise of faculty).

### **DBA700 (3.0 credit hours)**

#### *Foundations in Business Research Writing*

The course focuses on business research writing and enables students to gather and assess information and ideas in the exercise of academic inquiry. The course provides a solid foundation necessary for academic writing, from identifying a problem to submitting a paper for publication. Topics include: problem identification, formulating a hypothesis, finding and using authoritative sources, paraphrasing and summarizing information, writing literature reviews, identifying a methodology, evaluating and interpreting results, crediting sources, and writing, revising, and formatting the research paper. (Program co-requisite)

### **DBA710 (3.0 credit hours)**

#### *Management and Leadership Approaches*

Doctoral students will increase their learning on the history and evolution of management thought to evaluate the effectiveness of management functions in the modern organization. Doctoral Students will perform an in-depth exploration of the different management approaches in domestic and global organizations as well as management's impact on organizational design, organizational behavior, leadership, international business, ethics, social responsibility, and the legal landscape. (Co-requisite: DBA700)

### **DBA720 (3.0 credit hours)**

#### *Global Business*

The course examines the theory and practice of international and global business focuses on the organizational structures, strategies and operations of Multinational Enterprises (MNEs). Global political, economic, and social environment within which MNE operates, together with issues, such as cross-culture, Labor and environmental standards are linked to the topics. This course provides a solid framework for all doctoral students and for the doctoral specialization in Global Management. (Co-requisite: DBA700)

### **DBA730 (3.0 credit hours)**

#### *The Global Economy*

The course examines how to better understand the economic environment by studying periods of prosperity and crises in domestic and global settings. The primary focus will be on the events leading up to economic crises and recoveries and the analysis and synthesis of data used to forecast those movements. Topics will include financial system crises, natural disasters, wars, inflation (or deflation), risk and volatility measures, and econometric models. Doctoral students will utilize event studies, classroom discussions, and brief assignments that will allow them to better understand both short-term and long-term consequences of domestic and global economic events.

There will be a heavy emphasis on the adaptation of organizational strategies to reflect current economic realities and possible outcomes. (Co-requisite: DBA700)

### **DBA740 (3.0 credit hours)**

#### *Financial Theory and Policy*

Doctoral students will learn the seminal theories which form the foundation of finance. These theories include, but are not limited to, the capital asset pricing model, arbitrage pricing theory, option pricing theory, and the Modigliani-Miller theorems. Additional topics such as the term structure of interest rates, capital budgeting, the Efficient Market Hypothesis, capital structure, dividend policy and international business will also be studied. (Co-requisite: DBA700)

### **DBA750 (3.0 credit hours)**

#### *Marketing Management*

The course covers the full range of principles, theories, and practice of management of the marketing function. Students will learn the theories of the field including both key seminal literature and current published research. Students will explore problem-solving techniques for practical application through cases and modeling techniques, and will study current developments in marketing from both academic and practitioner perspectives. (Co-requisite: DBA700)

### **DBA760 (3.0 credit hours)**

#### *Strategic Decision Making for Managers*

The course will explore and examine the effective leadership approaches in organizations that have contributed to the organization's success. Since good decisions are driven by data and statistical evidence, business executives and professionals will acquire the ability to adjust decisions on scientific analysis of data. The course will enable business executives and professionals to intelligently collect, analyze, interpret, and present data relevant to decision-making. These conclusions from the analysis will lead managers to design, develop, implement, and effectively disseminate policies through information systems & technology. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBR800, DBR810, DBR811)

### **DBA810 (3.0 credit hours)**

#### *Micro Organizational Behavior*

This course focuses on the individual and small group level characteristics and behaviors relevant to organizational settings. Draws upon theories from psychology, social psychology, anthropology, sociology and others applied to an organizational environment. (Pre-requisite DBA700 and DBA710)

### **DBA820 (3.0 credit hours)**

#### *Macro Organizational Behavior*

This course focuses on organizations as social systems, the dynamics of change in organizations, industries and markets, and the relationships between organizations and their environments (Pre-requisite DBA700 and DBA710).

### **DBA830 (3.0 credit hours)**

#### *Decision Making and Risk Analysis*

This course focuses on the decision process under conditions of uncertainty and risk. Explores both subjective, qualitative approaches as well as quantitative modeling and simulations. (Pre-requisite DBA700 and DBA710)

### **DBA850 (3.0 credit hours)**

#### *Organizational Design and Development*

This course focuses on the nature and theory of organizational design and development and its importance to organizational effectiveness. (Pre-requisite DBA700 and DBA710)



### **DBA860 (3.0 credit hours)**

#### *Emerging Management Theories*

This course explores new and emerging theories related to globalization, rapid technological changes, diversity in the workplace, and other environmental challenges to management. (Pre-requisite DBA700 and DBA710)

### **DBR800 (3.0 credit hours)**

#### *Methods and Analysis of Quantitative Research*

The course focuses on descriptive and inferential statistical methods across the disciplines. Students will identify and interpret variables, data entry procedures, analysis and presentation of data. The material presented will include identification of categories of abstract representation of data, descriptions of data entry procedures, analysis, and presentations. Students will critique descriptive research studies. Computer applications, logistical issues of data collection, and ethical considerations are examined. Upon completion of this course, students will produce a final project that includes SPSS procedure selection and execution, application, analysis, and interpretation of a data set. It is recommended that students have a minimum working knowledge of basic Excel or SPSS functions prior to taking this course. (Pre-requisite: DBA700)

### **DBR810 (3.0 credit hours)**

#### *Survey Research Methods*

The survey research methods course is designed to provide doctoral students with the theoretical underpinnings and analytical skills to conduct survey research. Topics include: The steps of planning and conducting a survey, linking survey goals or research questions to survey design, implementing research strategies, and sampling and analyzing descriptive survey data. Students will create a pilot survey in preparation for their dissertation research. (Pre-requisite: DBA700)

### **DBR811 (3.0 credit hours)**

#### *Mixed Methods*

This course provides students with an understanding of mixed methods (qualitative and quantitative) approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms will be analyzed. Specific issues, challenges, and considerations encountered in using mixed methodologies will be addressed in detail. The conflict between positivism and constructivism will be investigated, as will various examples of mixed model designs applicable to business problems. While there are pragmatic advantages to combining qualitative and quantitative methods, it is important to know that there are philosophical debates about combining these distinct approaches. Students need to understand the paradigmatic backgrounds of each approach and how to deal with these paradigm differences to answer real-world research questions. (Pre-requisite: DBA700, DBR800, DBR810)

### **DBR812 (3.0 credit hours)**

#### *Business Research and Publication*

The course focuses on academic/scholarly research writing and procedures regarding how to publish and present in the academic conferences. The course provides a solid foundation necessary for academic writing, from producing an academic article to submitting for publication.

### **DGP711 (2 credit hours)**

#### *Molecules and Cells*

This course is an introduction to the basic medical sciences, covering the biology of cells and tissue types, their structure and function, and their relationship to organ systems. Throughout the course, clinical examples are provided that enable students to integrate basic science principles into common clinical conditions and presentations.

### **DCP712 (3.0 credit hours)**

#### *Biochemistry 1*

This is the first of a two course sequence in biochemistry applied to the study of human health and disease. In the first course, the nature of macromolecules is discussed, including their synthesis, function and degradation; this is followed by a detailed presentation of amino acids, proteins, enzymes, and nucleic acids, along with clinical correlations allowing for a deeper understanding and appreciation of the nature of molecular and biochemical regulation of metabolism and health.

### **DCP713 (3.0 credit hours)**

#### *Physiology 2*

This is the first of a two course sequence in physiology applied to the study of human health and disease. The first course covers the nature of homeostasis and homeostatic mechanisms; nerve and muscle physiology; as well as the physiology of the cardiovascular and respiratory systems. In addition to the weekly lectures, there are small group facilitated sessions in which the physiological principles are discussed in relation to clinical cases and presentations. Virtual laboratory experiments allow students to observe the integration of physiological systems and role of physiological regulation in maintaining homeostasis.

### **DCP714 (3.0 credit hours)**

#### *Biochemistry 2*

This is the second of a two course sequence in biochemistry applied to the study of human health and disease. In the second course, carbohydrate and lipid metabolism are covered in detail, along with clinical examples emphasizing disorders of major concern such as diabetes, obesity, and atherosclerosis. This course also introduces the student to the role of diet and nutrition in relation to biochemical processes of digestion and metabolism.

### **DCP715 (3.0 credit hours)**

#### *Physiology 2*

This is the second of a two course sequence in physiology applied to the study of human health and disease. In the second course, the physiology of the renal, gastro-intestinal, reproductive, and endocrine systems is discussed in lectures as well as in small group facilitated sessions in which clinical presentations are used to illustrate the physiological principles. The two course sequences of physiology and biochemistry are considered preparatory for the study of pathology in DCP 732.

### **DCP721 (8.0 credit hours)**

#### *Gross and Spinal Anatomy 1*

This is the first of a three course sequence in anatomy that covers the gross anatomy of the human body and human embryology, along with a parallel track emphasizing spinal anatomy. In addition, the radiological anatomy of the structures being studied is presented, including digital radiography and other forms of diagnostic imaging. The first course covers the detailed anatomy of the skeletal and muscular systems, both axial and appendicular. The spinal anatomy track covers the detailed anatomy of the spine, along with clinical correlations and case presentations. The course uses the Anatomage table which provides a unique and extraordinary experience in virtual dissection of the human body.

### **DCP722 (2.0 credit hours)**

#### *Histology*

This course covers the microanatomy of the human body, including the basic tissue types and their structural and functional anatomy; and, the application of this information to the structure and function of organs and systems. Clinical correlations are included throughout the course to provide relevance and context. Virtual microscopy provides for a rich multi-media instructional experience.

## **DCP723 (5.0 credit hours)**

### *Gross and Spinal Anatomy 2*

The second course in Gross and Spinal Anatomy covers the anatomy of the viscera (circulatory, digestive, respiratory, urogenital, and endocrine systems) as well as a continuation of the detailed spinal anatomy track. Clinical examples are used throughout the course enabling the student to integrate basic science information into a clinical context. The radiological anatomy track continues using digital radiography, computed tomography and magnetic resonance imaging of the structures being studied. Wherever possible, pathologic anatomy is presented and discussed.

## **DCP724 (5.0 credit hours)**

### *Gross Anatomy 3*

This course focuses on the anatomy of the special sense organs and nervous system, and is integrated with the neuroscience course (DCP 731). The central and peripheral nervous systems are studied in detail, and correlated with the relevant neurophysiology. The anatomical basis of pain is covered. Small group facilitated discussions provide for clinical correlation, context and relevance of the structures being studied. Normal radiographic and imaging anatomy is included throughout the course. Clinico-pathologic correlations are included, providing clinical context and relevance. (Pre-requisites: DCP 721, DCP 723)

## **DCP725 (1.0 credit hour)**

### *Embryology and Genetics*

This one-credit course covers human development from gametogenesis through embryogenesis and birth, as well as an introduction to genetics and genetic disorders. Clinico-pathologic correlations are included providing clinical context and relevance. (Pre-requisites: DCP 721, DCP 723)

## **DCP731 (6.0 credit hours)**

### *Neuroscience*

This course provides for an in-depth study of the structure and function of the nervous system. It includes a detailed study of the anatomy of the brain and spinal cord; a detailed study of central and peripheral neurophysiology, as a prelude to the study of neuropathology and neurodiagnosis; the role of the nervous system in regulating human health and homeostasis; the role of the nervous system in maintaining balance and posture, and the pathophysiology involved in disorders of gait, posture and balance; central and peripheral nervous system plasticity; and, essentials of physiological psychology.

## **DCP732 (3.0 credit hours)**

### *Pathology 1*

This is the first of a two course sequence in pathology. The first course covers the general principles of pathology, including the nature of inflammation and healing, and the reaction of cells and tissues to injury, infection, radiation, metabolic disturbances and degeneration. The nature of neoplasms, hypersensitivity reactions, autoimmune disease and deficiency diseases are covered. The clinical consequences of the various pathologic processes are presented with clinical correlations enabling the student to learn pathology and pathophysiology in a relevant clinical context.

## **DCP761 (3.0 credit hours)**

### *Chiropractic Therapeutics 2*

This is the first of a series of nine courses dedicated to chiropractic therapeutics, which includes biomechanics (basic and clinical), manual and manipulative therapies, physiological therapeutics, rehabilitation science, and other forms of treatment that typically fall within the chiropractic scope of practice in most jurisdictions. The first course introduces students to general principles of biomechanics and kinesiology; palpation of the spinal column and the characteristics of normal and abnormal spinal structure and function; general principles of spinal manipulative therapy including an introduction to the psychomotor skills required to practice spinal manipulation; and, an introduction to posture and the mechanics of normal and abnormal posture.

## **DCP762 (1.0 credit hour)**

### *Principles of Chiropractic Practice 1*

This is an introductory course to the chiropractic profession. It covers the history of manipulative therapy from antiquity to the present, with an emphasis on the pre-history and history of the chiropractic profession. Also included are a general introduction to the profession and its practice, nationally and internationally; its educational, political and sociological context and relationship to the other health professions; the course concludes with a discussion of key historical figures in the development of the chiropractic profession, and factors influencing the continued development and evolution of the profession around the world.

## **DCP763 (5.0 credit hours)**

### *Chiropractic Therapeutics 2*

This course continues with the biomechanics and kinesiology of the spine, including the biomechanics of gait. The experiential portion of the class focuses on the assessment of joint structure and function, and palpation (static and dynamic). The course also continues with instruction on spinal manipulation therapy including the physiological basis for spinal manipulative and the various types of manual and manipulative therapies. Contraindications and complications of manual and manipulative therapies are covered and supported by case discussions. Students apply the principles to developing skill in spinal palpation and manipulation in a supervised laboratory setting.

## **DCP764 (1.0 credit hour)**

### *Principles of Chiropractic Practice 2*

As a continuation of the first in the Principles of Chiropractic Practice courses, this course explores in detail the nature of the contemporary practice of chiropractic in the USA. Topics include the general nature of chiropractic examination and treatment procedures, professional practice options, chiropractic licensure throughout the country, and chiropractic specialty groups. Students will conduct a brief field study in support of the class discussions.

## **DCP765 (5.0 credit hours)**

### *Chiropractic Therapeutics 3*

This course continues with a more in-depth discussion of the biomechanics of the locomotor system. Topics include stress-strain curves, length-tension relationships, hysteresis, and the response of various types of tissues to loads and forces. Emphasis is placed on clinical relevance, particularly as related to lower back pain and whiplash-associated disorders, in sports injuries, and in the elderly. The skills portion of the course continues with the development of psychomotor skills related to manual and manipulative therapies. The course specifically addresses therapeutics related to the pelvis and sacroiliac joints. Various technical approaches to manipulation of the lower back and pelvis are described and taught, and practiced in a supervised laboratory setting.

## **DCP766 (1.0 credit hour)**

### *Principles of Chiropractic Practice 3*

This course presents and discusses the theoretical bases for chiropractic practice. Included are theories and views related to somatic dysfunction (also known as the manipulable lesion, and historically known as the chiropractic subluxation). The emphasis is on scientific evidence related to the nature of somatic dysfunction and its correction by manipulative therapy. Also included is a discussion of traditional chiropractic philosophy, its concepts and lexicon, and its relevance to the historical development and contemporary practice of chiropractic.

## **DCP771 (1.0 credit hour)**

### *Clinical and Professional Development 1*

This course presents an introduction to scientific reasoning in chiropractic practice. Particularly emphasized is the development of skills necessary to efficiently access appropriate health care literature and other resources. This forms the basis for “EBP” or evidence-based practice, which is a

foundational principle of the chiropractic program at Keiser University. Students are introduced to the most widely read scientific peer-reviewed journals of relevance to the chiropractic profession and, working in small groups, appraise the relative quality of selected examples of meta-analyses, systematic reviews, randomized controlled studies, and case-control studies.

### **DCP772 (1.0 credit hour)**

#### *Clinical Case Conference 1*

Students meet weekly in a clinical case conference to discuss actual cases chosen as illustrative of key learning points covered during the current week of study. The cases chosen also illustrate the steps used in the clinical reasoning process. Occasionally, standardized patients or actual patients may be present during a clinical case conference.

### **DCP773 (2.0 credit hours)**

#### *Clinical and Professional Development 2*

EBP skill development continues with this second course in the Clinical and Professional Development series. Discussion topics include clinical reasoning, problem solving, the diagnostic process, and diagnostic uncertainty. Students develop a conceptual framework upon which to build their clinical reasoning and decision skills. The concepts of reliability, sensitivity and specificity of diagnostic tests are discussed, along with clinically relevant examples. The concluding segment of this course introduces students to professionalism and its importance in the clinical environment. Professional expectations related to ethics, professional boundaries, social media, cultural competence, confidentiality, and communication are discussed in interactive sessions.

### **DCP774 (1.0 credit hour)**

#### *Grand Rounds*

Students from semester 2 to semester 9 meet biweekly in a combined Grand Rounds to discuss actual cases chosen to illustrate the clinical reasoning process. In latter semesters, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.

### **DCP775 (1.0 credit hour)**

#### *Clinical and Professional Development 3*

This course continues the theme of DCP 753 with a discussion of the doctor-patient relationship in a variety of clinical settings and contexts. Professionalism is further explored, particularly in the context of professional communication, scope of practice, marketing and advertising, and practice guidelines. The nature of physician-centered practices, patient-centered practices, and person-centered practices are discussed.

### **DCP776 (1.0 credit hour)**

#### *Grand Rounds*

Students from semester 2 to semester 9 meet biweekly in a combined Grand Rounds to discuss actual cases chosen to illustrate the clinical reasoning process. In latter semesters, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.

### **DCP831 (3.0 credit hours)**

#### *Pathology 2*

This second course in pathology continues with the study of specific organ pathology. Included are diseases of the blood and lymphatic vessels, kidneys and urogenital organs, heart and lungs, liver and alimentary tract, nervous system, endocrine glands, breasts, skin, bones, joints and skeletal muscle. Clinical cases and correlations are presented throughout the course.

### **DCP832 (4.0 credit hours)**

#### *Clinical Microbiology and Immunology*

This course has two major components. Clinical microbiology is presented to cover bacteriology, mycology, and virology, including the major etiological agents responsible for global infectious diseases. The course focuses on key clinical topics such as common viral diseases, meningitis, streptococcal infections, pneumonia, diphtheria, tetanus, enteric infections, anaerobic infections, and tuberculosis. The goal is to provide future chiropractic physicians with the knowledge to enhance their problem-solving diagnostic skills as well as to appreciate their role as health care team members in diagnosing and preventing infectious disease. The immunology section covers principles of immunology including the development of the immune system, immune system disorders, and the role of immunization in the prevention of infectious diseases. Students will explore the role of the chiropractic profession as advocates of the American public health system.

### **DCP841 (5.0 credit hours)**

#### *Diagnostic and Clinical Sciences 2 – Examination of the Patient*

This course introduces the student to the processes of interviewing the patient to elicit a medical history and conducting a physical examination of the patient. Communication skills, reasoning, documentation and professionalism are emphasized in the elicitation of the patient's history. The student is introduced to the basic principles and skills needed to perform a thorough physical examination of a patient, including instruction in the proper use of diagnostic instruments comprising their "doctor's bag". The course emphasizes the importance of integrating the information elicited during the interview of the patient with the physical examination. Simulators, manikins, and live models are used in the experiential sessions.

### **DCP842 (3.0 credit hours)**

#### *Diagnostic and Clinical Sciences 2 – Introduction to Orthopedics*

This course introduces the student to the study of orthopedics in chiropractic practice. General orthopedic principles are introduced including the scope of orthopedic and rheumatologic conditions and their relevance to chiropractic practice. Emphasis is placed on orthopedics related to the spine, particularly the lower back and neck. Experiential sessions provide opportunities for students to learn and practice the skills needed to perform specialized examinations of the spine and musculoskeletal system.

### **DCP843 (3.0 credit hours)**

#### *Diagnostic and Clinical Sciences 3 – Clinical Laboratory Diagnosis*

This course introduces clinical laboratory test interpretation, including hematology, blood chemistry, urinalysis, and serology. Students learn the appropriate use of clinical laboratory tests that can be performed in the office as well as appropriate methods of specimen collection and handling. Students are introduced to the concepts of test sensitivity and specificity, and normal and abnormal values.

### **DCP844 (3 credit hours)**

#### *Diagnostic and Clinical Sciences 4 – Orthopedics*

This course emphasizes the diagnosis and management of orthopedic conditions of the extremities, particularly those conditions that are occupational or sports-related. Cervicogenic headaches are also covered in detail. A wide variety of conditions commonly seen in chiropractic practices are included, as well as less common and rare conditions. Experiential sessions allow students to learn and practice the skills of orthopedic and neurologic evaluation of the extremities.

### **DCP845 (1.0 credit hour)**

#### *Diagnostic and Clinical Sciences 5 – Clinical Laboratory Seminar*

Students discuss the interpretation of clinical laboratory findings in selected clinical cases in this weekly seminar. Emphasis is placed on relevancy to chiropractic practice and on clinical reasoning skills.

Students are also asked to select their own cases from the medical literature for small group discussions as part of the weekly activity.

### **DCP846 (3.0 credit hour)**

#### *Diagnostic and Clinical Sciences 6 - Neurology*

This course presents a survey of neurological disease. Major disorders and diseases are covered as well as the neurologic examination of the patient. Topics include brain disorders and central nervous system disorders, balance disorders, seizure disorders, sleep disorders, congenital and acquired conditions of childhood (including cerebral palsy and muscular dystrophy), cerebrovascular disease, nervous system infections and neoplasms, demyelinating diseases, progressive neurologic disorders, peripheral neuropathies, and spinal cord injury. Emphasis is placed on relevance to chiropractic practice and differential diagnostic skills.

### **DCP851 (3.0 credit hours)**

#### *Diagnostic Imaging 1 – (Technique)*

In this first of three courses in radiographic technique, the student is introduced to the diagnostic use of ionizing radiation and to the basics of radiation physics, radiobiology and radiation safety. In the experiential sessions, basic patient communication and positioning skills for lumbar and pelvic radiography are introduced.

### **DCP852 (2.0 credit hours)**

#### *Diagnostic Imaging 2 – (Technique)*

In this second of three courses in radiographic technique, radiographic positioning for imaging of the cervical and thoracic spinal regions is covered. Radiation physics and safety are reviewed and positioning for chest and thorax radiography is also introduced.

### **DCP861 (5.0 credit hours)**

#### *Chiropractic Therapeutics 4*

This course continues with developing skill in manipulation of the lumbar spine and pelvis. Functional anatomy, biomechanics, assessment, contraindications, and practice guidelines are all discussed in the context of clinical case management. A number of related therapeutic approaches are covered, including lumbar stabilization methods, distraction and decompression therapy, movement pattern approaches, and muscle energy techniques. Manipulation techniques for the cervical and thoracic regions are introduced and practiced. Students are also introduced to the examination and treatment of the soft tissues of the body. Experiential sessions include instruction in massage techniques, trigger point therapy, muscle stretching techniques as well as other soft tissue therapies.

### **DCP862 (1.0 credit hour)**

#### *Principles of Chiropractic Practice 4*

This course focuses on various neurological models for spinal joint dysfunction and manipulation. The nature of pain, its origins, mechanisms, and alleviation is discussed. Manipulative therapy is discussed in a variety of clinical contexts and cases, including the effect of somatic dysfunction on the autonomic nervous system. The course includes an in-depth analysis of contraindications to manipulative therapy.

### **DCP863 (3.0 credits)**

#### *Chiropractic Therapeutics 5 – Clinical Nutrition*

This course covers the role of nutrition in the prevention and treatment of disease, as well as the role that nutritional supplementation and therapy may play in chiropractic practice. General principles of nutrition and nutrition therapy are covered, including macronutrients and micronutrients, dietary assessment, and controversies in nutritional therapy. Case presentations provide for integration of clinical, laboratory and dietary data in the management of patients with metabolic syndrome, chronic disorders, and degenerative disorders. The emphasis is on relevancy to chiropractic practice and the complementary role of nutritional therapy in chiropractic practice.

### **DCP864 (5.0 credits)**

#### *Chiropractic Therapeutics 6*

This course has two sections. First, the biomechanics, functional anatomy and kinematics of the extremities are discussed in the context of normal function as well as in clinical conditions commonly seen in a chiropractic practice. The second and concurrent section covers manipulative therapy of the cervical and thoracic spine, including the ribs. A special focus is given to the topic of vertebrobasilar complications of manipulative therapy.

### **DCP865 (3.0 credits)**

#### *Chiropractic Therapeutics 7 – Physiological Therapeutics*

The student is introduced to the range and scope of physiological therapeutics commonly used in chiropractic practice. The course consists of lectures and experiential sessions in which students become familiar with the various equipment used in practice. Topics include therapeutic heat and cold, hydrotherapy, electrotherapy, ultrasound, laser therapy, gait appliances and traction.

### **DCP866 (4.0 credits)**

#### *Chiropractic Therapeutics 8*

The student continues to develop the psychomotor skills necessary to perform spinal manipulation. All regions of the spine are included in this advanced course, as well as manipulation and mobilization techniques for the upper and lower extremities and temporomandibular joint. Clinical context and relevance is emphasized throughout the course. Force-sensing chiropractic treatment tables and video are used to provide feedback to students as well as formative and summative assessment. Also included are manipulative techniques for special or unusual clinical presentations, as well as in a variety of common patient populations (including pregnancy, post-surgical, pediatric, geriatric, athletic, and the acutely injured patient).

### **DCP867 (3.0 credit hours)**

#### *Chiropractic Therapeutics 9 – Rehabilitation*

The student is introduced to therapeutic exercise and rehabilitation of the locomotor system, and its integration into chiropractic practice. Topics include functional capacity evaluation and outcomes assessment; stretching, strengthening and stabilization exercises; instruments and skills used in the assessment of functional capacity; active rehabilitation protocols; the nature of chronic pain and the prevention of disability.

### **CP871 (2.0 credit hours)**

#### *Clinical and Professional Development 4 – Introduction to Clinic Practice*

This course prepares the student to enter the clinical setting, first as a clinical clerk and later as a chiropractic intern. The wide range of topics covered include professionalism, ethics and boundaries, cultural competency, personal and professional use of electronic media, HIPAA, interpersonal skills, legal requirements for documentation, elements of the patient chart, electronic health records, and legal and professional compliance. Students observe chiropractic practices and discuss their experiences and reflections in group sessions.

### **DCP872 (1.0 credit hour)**

#### *Grand Rounds*

Students from semester 2 to semester 9 meet biweekly in a combined Grand Rounds to discuss actual cases chosen to illustrate the clinical reasoning process. In latter semesters, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.



## **DCP873 (2.0 credit hours)**

### *Clinical and Professional Development 5*

This course introduces the student to the business of operating a chiropractic practice. A variety of practice settings and contexts are discussed and students are asked to visit chiropractic practices to gain more familiarity with the topics discussed in class. Topics include billing practices, payment systems, coding and documentation, as well as an introduction to practice promotion and marketing for the professional practice.

## **DCP874 (4.0 credit hours)**

### *Clinic Practice 1*

Students continue their clinical experience with an emphasis on the efficient, rational and professional examination of the patient, as well as documentation of the patient encounter. Students also practice clinical skills and are assessed in a laboratory setting. Clinical experiences are discussed in group sessions. At the conclusion of this course, students should feel more comfortable in the clinical setting, be able to perform and document a patient history and examination at a novice level, identify some of the issues involved in the business operation of a professional practice, and have had experience in basic clinical reasoning as it relates to patient care under the instruction of a faculty-licensed chiropractic physician.

## **DCP875 (1.0 credit hour)**

### *Grand Rounds*

Students from semester 2 to semester 9 meet biweekly in a combined Grand Rounds to discuss actual cases chosen to illustrate the clinical reasoning process. In latter semesters, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.

## **DCP876 (2.0 credit hours)**

### *Clinical and Professional Development 6*

Students continue to develop their knowledge related to the ethical, professional and effective marketing of the chiropractic private practice. Through weekly interactive sessions, students critically appraise practice management and marketing systems. Students are encouraged to visit private practice offices to observe various marketing approaches. Communication and presentation skills are discussed and practiced in group sessions.

## **DCP877 (4.0 credit hours)**

### *Clinic Practice 2*

Students continue their clinical experience in a variety of clinical settings. The emphasis is on developing clinical reasoning skills and refining patient examination skills. Students discuss their experiences at the biweekly Grand Rounds and begin to achieve diagnostic and treatment competency, as measured by direct observation and objective structured clinical examinations. Clinical students gradually assume more professional responsibility under the close supervision of licensed chiropractic physicians.

## **DCP878 (1.0 credit hour)**

### *Grand Rounds*

Students from semester 2 to semester 9 meet biweekly in a combined Grand Rounds to discuss actual cases chosen to illustrate the clinical reasoning process. In latter semesters, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.

## **DCP941 (3.0 credit hours)**

### *Diagnostic and Clinical Sciences 7 - Orthopedics*

This course reviews the content of the previous two orthopedics courses and provides for additional opportunities for the practice and refinement of orthopedic assessment skills. Both orthopedic and

neurologic testing is practiced in the experiential sessions. Current opinions on the etiology, diagnosis and management of lower back pain, neck pain and cervicogenic headaches are covered in detail. A range of less common orthopedic and rheumatologic conditions are discussed, as well as orthopedic considerations in assessing and treating children, adolescents, pregnant patients, athletes, and the elderly.

### **DCP942 (5.0 credit hours)**

#### *Diagnostic and Clinical Sciences 8 – Systems Disorders*

This course surveys the common disorders and diseases of the cardiovascular, respiratory, gastrointestinal and genitourinary systems. Emphasis is placed on the etiology, clinical presentations, differential diagnosis, and treatment of the most common disorders of these systems. Risk factors in the etiology and recognition of these disorders, and their relevancy to chiropractic practice are discussed. Weekly case studies and problems provide context and clinical science integration.

### **DCP943 (1.0 credit hours)**

#### *Diagnostic and Clinical Sciences 9 – Emergency Care*

This course surveys the common disorders and diseases of the cardiovascular, respiratory, gastrointestinal and genitourinary systems. Emphasis is placed on the etiology, clinical presentations, differential diagnosis, and treatment of the most common disorders of these systems. Risk factors in the etiology and recognition of these disorders, and their relevancy to chiropractic practice are discussed. Weekly case studies and problems provide context and clinical science integration.

### **DCP944 (3.0 credit hour)**

#### *Diagnostic and Clinical Sciences 10 – Women’s Health and Chiropractic Pediatrics*

This course covers unique aspects of chiropractic care delivered to female patients. Topics include reproductive physiology and the care of the pregnant patient; current issues related to women’s health, such as breast cancer and its early detection, domestic abuse, osteoporosis, dysmenorrhea, postural care, and nutritional concerns. Following the discussion of childbirth, the course continues with the care of neonates, infants, children and adolescents in chiropractic practice. Special considerations in the examination and treatment of pediatric patients are discussed and relevancy to the practice of chiropractic is emphasized. Common childhood diseases and injuries are discussed, as well as the orthopedic conditions likely to be seen in a chiropractic office. The course also includes a discussion of child abuse, as well as the public health responsibility of the chiropractic physician as a member of the health care team.

### **DCP945 (1.0 credit hours)**

#### *Diagnostic and Clinical Sciences 11 - Pharmacology*

This course is a survey of general pharmacology and toxicology. Topics include principles of drug dosage, absorption and receptors; pharmacokinetics; drug development and regulations; poisoning and environmental toxicology; nervous system pharmacology; cardio-respiratory pharmacology; renal and endocrine pharmacology; antibiotics; anti-inflammatory medications; current issues related to chiropractic and pharmacology.

### **DCP946 (5.0 credit hours)**

#### *Diagnostic and Clinical Sciences 12 – Systems Disorders*

This course surveys the common disorders and diseases of the eye, ear, nose and throat; endocrine and immune systems. This course also includes sections devoted to dermatology and mental health conditions encountered in chiropractic practice. Emphasis is placed on the etiology, clinical presentations, differential diagnosis, and treatment of the most common disorders of these systems. Risk factors in the etiology and recognition of these disorders, and their relevancy to chiropractic practice are discussed.

### **DCP947 (3.0 credit hours)**

#### *Diagnostic and Clinical Sciences 13 – Chiropractic Geriatrics*

As one of the clinical focuses of the Keiser chiropractic program, this course covers the aging process and social gerontology, clinical chiropractic geriatrics, wellness and health maintenance in elderly patients, unique aspects of caring for elderly and very elderly patients, and practical aspects associated with the management of a practice with elderly patients (such as Medicare). Lecture sessions are accompanied by weekly small group discussions focused on clinical cases.

### **DCP948 (2.0 credit hours)**

#### *Diagnostic and Clinical Sciences 14 – Public Health*

Students are introduced to the principles and practice of public health, as well as basic concepts in epidemiology, health policy, health promotion and disease prevention. Topics include the impact of culture on public health, global health and global transmission of infectious disease, population health, and the role of the chiropractic physician in the American public health system. Small group discussions supplement the weekly lecture presentation.

### **DCP949 (2.0 credit hours)**

#### *Diagnostic and Clinical Sciences 15 – Topics in Contemporary Health Care*

This course presents a number of relevant and sometimes controversial topics related to the delivery of healthcare in the United States. Clinical topics include new developments in genetics in medicine, telemedicine, integrative medicine, religious traditions in healthcare, interprofessional collaboration, and social responsibility in healthcare delivery.

### **DCP951 (3.0 credit hours)**

#### *Diagnostic Imaging 3 – (Technique and Interpretation)*

Positioning for extremity radiographs is covered, as well as a general review of spinal radiography technique. Emphasis is placed on proper technique, patient safety, and professionalism. Students review radiography of the chest and are introduced to abdominal radiography. This course has a second section which introduces students to the interpretation of radiographs and other diagnostic imaging modalities. Students learn a systematic approach to the interpretation of radiographs and review normal variants, congenital anomalies and common abnormalities including fractures and dislocations. Clinical relevancy in the chiropractic practice is emphasized throughout the course.

### **DCP952 (3.0 credit hour)**

#### *Diagnostic Imaging 4 – (Technique and Interpretation)*

This course in radiological interpretation covers neoplasms; infections; arthritic, rheumatologic, hematologic, endocrine and metabolic conditions; dysplasia; as well as a range of miscellaneous conditions. Emphasis is placed on clinical reasoning, systematic approach, and relevancy to chiropractic practice. Cases are presented weekly to provide integration of radiographic, clinical and laboratory findings and data.

### **DCP953 (1 credit hour)**

#### *Diagnostic Imaging 5 - Interpretation*

This course presents a case-based overall review of chiropractic diagnostic imaging and the systematic process of interpreting radiographs.

### **DCP961 (3.0 credit hours)**

#### *Chiropractic Therapeutics 9 – Nutrition and Nutritional Therapy*

This course covers the role of nutrition in the prevention and treatment of disease, as well as the role that nutritional supplementation and therapy may play in chiropractic practice. General principles of nutrition and nutrition therapy are covered, including macronutrients and micronutrients, dietary assessment, and controversies in nutritional therapy. Case presentations provide for integration of clinical, laboratory and dietary data in the management of patients with metabolic syndrome, chronic

disorders, and degenerative disorders. The emphasis is on relevancy to chiropractic practice and the complementary role of nutritional therapy in chiropractic practice.

### **DCP962 (1.0 credit hour)**

#### *Chiropractic Therapeutics 10 – Nutritional Therapy Seminar*

Students meet weekly to discuss cases in which nutrition therapy is highlighted. Case based discussions enable students to integrate clinical, laboratory and dietary data. Students are encouraged to present cases in which they have participated in the overall management of the patient.

### **DCP963 (1.0 credit hour)**

#### *Chiropractic Therapeutics 11*

This course presents a problem-based review of chiropractic manual and manipulative therapeutics. Students can continue to refine their psychomotor skills through direct observation and feedback provided by supervisors and peers. Challenging situations are presented and discussed in group settings.

### **DCP964 (1.0 credit hour)**

#### *Principles of Chiropractic Practice 5*

This final course in the Principles of Chiropractic Practice provides for an applied review of the theories, hypotheses and principles related to chiropractic practice. The emphasis is on the utilization of best evidence within the framework of an evidence-based practice model. The chiropractic management of a variety of conditions is discussed in the context this framework. Current trends and controversies are discussed and as students begin to prepare for graduation, they are asked to present their perspectives on future directions for the chiropractic profession.

### **DCP971 (1.0 credit hour)**

#### *Clinical and Professional Development 7*

This course continues with the development of business and professional foundations for the practicing chiropractor. Topics include legal and regulatory aspects of chiropractic practice, professional liability insurance and risk management, participation in State, Federal, and private payer systems (such as Medicare and worker's compensation), and financial planning. The course concludes with a discussion of strategic planning for chiropractic practice management.

### **DCP972 (5.0 credit hours)**

#### *Clinic Practice 3 – Pre-clerkship*

In this pre-internship stage, students begin to co-manage patients and eventually assume responsibility for managing patients under direct supervision of a licensed chiropractic physician. Students' clinical experiences are tracked regularly and monitored to ensure that each student is exposed to a wide variety of clinical cases and experiences. Clinical training sites include university-based clinics as well as community-based clinics. Whenever possible, efforts are made to provide inter-professional education and collaboration opportunities, particularly with other health care students at Keiser University.

### **DCP973 (1.0 credit hour)**

#### *Grand Rounds*

Students from semester 2 to semester 9 meet biweekly in a combined Grand Rounds to discuss actual cases chosen to illustrate the clinical reasoning process. In latter semesters, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.

### **DCP974 (2.0 credit hours)**

#### *Clinical and Professional Development 8*

This course provides a review of the principles of evidence-based practice as previously covered in DCP 771 and DCP 773. Students provide clinically relevant peer-reviewed literature for appraisal and discussion. The emphasis is on critical reading and thinking skills. Approximately one half of this course

is devoted to a review of research methodology, biostatistics, and clinical epidemiology geared to the needs of practicing chiropractic physicians to interpret and implement information from the literature as it relates to patient care and public health.

### **DCP975 (6.0 credit hours)**

#### *Clinic Practice 4 - Clerkship*

The student intern provides care, under supervision, in university-based clinics or community-based clinics. Students progressively achieve competence in the diagnosis and case management of a wide variety of patients. Both qualitative and quantitative requirements for the clerkship phase have been set by the faculty of the College of Chiropractic, and students work with their faculty and supervising clinicians to achieve these requirements through the final year of clerkship.

### **DCP976 (1.0 credit hour)**

#### *Grand Rounds*

Students from semester 2 to semester 9 meet biweekly in a combined Grand Rounds to discuss actual cases chosen to illustrate the clinical reasoning process. In latter semesters, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.

### **DCP977 (1.0 credit hour)**

#### *Clinical and Professional Development 9*

This course focuses on healthcare law and jurisprudence. Laws related to the regulation of chiropractic practice across North America are discussed and students are introduced to the various rights and legal obligations of providers and their patients. The history of self-regulation is discussed, along with contemporary issues and controversies related to the legal regulation of health care practices, particularly chiropractic.

### **DCP978 (10.0 credit hours)**

#### *Clinic Practice 5 – Clerkship*

The clinical clerk continues to provide care, under supervision, in a general chiropractic practice environment. The focus is the progressive achievement of responsibility for patient management and for continuing to refine diagnostic and therapeutic skills, and clinical reasoning skills. Students receive copious feedback from their supervisors and mentors, and undertake regular formative assessment of their skills and knowledge. Upon achievement of all quantitative and qualitative clinical requirements, students may be eligible for a range of preceptorship opportunities in the final semester.

### **DCP979 (1.0 credit hour)**

#### *Grand Rounds*

Students from semester 2 to semester 9 meet biweekly in a combined Grand Rounds to discuss actual cases chosen to illustrate the clinical reasoning process. In latter semesters, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.

### **DCP990 (15.0 credit hours)**

#### *Clinic Practice 6 – Externship or Preceptorship*

The final semester provides an opportunity for students to apply for a preceptorship position with a participating licensed doctor of chiropractic. Pending application and approval by State authorities, preceptorships can be located in almost any jurisdiction in North America and in other parts of the world. The student may opt for continuing to practice in a local facility either at the university or in a community-based site. Applications for preceptorships must be made in advance and students will be notified of these deadlines early in their clinical practice courses. At the conclusion of this semester, students will have achieved professional competency in all required components specified by the College of Chiropractic and the Council on Chiropractic Education.

### **DIE544 (3.0 credit hours)**

#### *Advance Practice I*

Planned learning experiences; combining the in-depth study of theoretical concepts in the various domains of nutrition and dietetics: clinical, community and dietetic management.

### **DIE545 (3.0 credit hours)**

#### *Advance Practice II*

Planned learning experiences; combining the in-depth study of theoretical concepts in the various domains of nutrition and dietetics: clinical, community and dietetic management.

### **DIE546 (3.0 credit hours)**

#### *Advance Practice III*

Planned learning experiences; combining the in-depth study of theoretical concepts in the various domains of nutrition and dietetics: clinical, community and dietetic management.

### **DIE547 (3.0 credit hours)**

#### *Advance Practice IV*

Planned learning experiences; combining the in-depth study of theoretical concepts in the various domains of nutrition and dietetics: clinical, community and dietetic management.

### **DIE548 (3.0 credit hours)**

#### *Advance Practice V*

Planned learning experiences; combining the in-depth study of theoretical concepts in the various domains of nutrition and dietetics: clinical, community and dietetic management.

### **DIE549 (3.0 credit hours)**

#### *Advance Practice VI*

Planned learning experiences; combining the in-depth study of theoretical concepts in the various domains of nutrition and dietetics: clinical, community and dietetic management.

### **DSCJ900 (2.0 credit hours)**

#### *Dissertation*

The dissertation is designed to guide candidates through the theoretical, research-related, and practical aspects of designing and implementing research, adding to the body of knowledge in the field. Candidates will write and defend a proposal, conduct research, submit a dissertation to their committee for approval, and defend the dissertation.

### **DSS900 (2.0 credit hours)**

#### *Dissertation*

The dissertation is designed to guide candidates through the theoretical, research-related, and practical aspects of designing and implementing research, adding to the body of knowledge in the field. Candidates will write and defend a proposal, conduct research, submit a dissertation to their committee for approval, and defend the dissertation.

### **DISS901 (2.0 credit hours)**

#### *Dissertation*

The dissertation is designed to guide candidates through the theoretical, research-related, and practical aspects of designing and implementing research, adding to the body of knowledge in the field. Candidates will write and defend a proposal, conduct research, submit a dissertation to their committee for approval, and defend the dissertation.

## **DISS905 (2.0 credit hours)**

### *Continuing Dissertation*

Continuation of DISS901. If DISS901 is not completed within the term, students will automatically be enrolled in DISS905 in order to receive dissertation services from their committee chair or committee members.

## **ECO581 (3.0 credit hours)**

### *Managerial Economics*

Students are given an overview of key influences in a company or industry task environment. The course analyzes the potential impact of these influences on profits and alternative strategies which are profitable and available to managers in a competitive environment. Topics include consumer behavior and its impact on demand and revenue, fixed and variable costs of production, competitive and non-competitive markets and their implications for business strategy and profitability and the importance of resource markets for Labor and capital. Co-requisite: MAN571

## **EDL750 (3.0 credit hours)**

### *Leadership: Theory and Management*

Educational leaders must demonstrate the ability to practically apply leadership theory in management of educational institutions at all levels. This course is an in depth study of the theoretical and conceptual basis of educational leadership, its application to management and the roles and responsibilities of school leaders. Topics include contemporary theorists, self-reflection and self-analysis of personal strengths and weaknesses as a school leader, organizational change, motivation theory, decision-making strategies, ethics, and communication of organizational vision.

## **EDL751 (3.0 credit hours)**

### *Leadership: Assessment and Program Evaluation*

Assessment is becoming increasingly important in education today at all levels. Educational leaders must be prepared to design and conduct program evaluation and critically assess input from other sources. Assessment of student learning outcomes, classroom assessment techniques, assessment of teaching effectiveness, educational program evaluation, and evaluation of staff development are all important components of an educational leader's tool box. This course provides the student with the expertise necessary to effectively, ethically, and efficiently conduct educational evaluations and to present and communicate assessment and evaluation results to diverse stakeholder groups.

## **EDL752 (3.0 credit hours)**

### *Leadership: Reform and Innovation*

Educational leaders must be forward looking to build successful schools. They must also possess the critical review skills required to initiate and lead reform. This course focuses on change, behavior, leadership theories and futuring tools to gain a practical understanding of educational change processes and their associated impacts on educational practice. Critical thinking, scholarly inquiry, and research are integrated to develop theoretically grounded reform and innovation initiatives to meet current and future needs.

## **EDL753 (3.0 credit hours)**

### *Leadership: Human Resources and Professional Development*

School leaders today work toward developing professional learning communities in which students develop their academic potential. The primary resource necessary for successful acquisition of students' academic potential is the people who work in the institution. The successful school leader must recruit, orient, motivate, develop, evaluate, and sometimes terminate the human resources within the institution. This course is a research and application based evaluation of the planning and execution of human resource theory. Topics include ethical decision making, human resource

law, diversity recruiting and retention, recruitment, selection, credentialing, and terminating employees. Professional and staff development best practices, trends, and issues are also applied.

### **EDR900 (2.0 credit hours)**

#### *Dissertation*

The dissertation is designed to guide candidates through the theoretical, research-related, and practical aspects of designing and implementing research, adding to the body of knowledge in the field. Candidates will write and defend a proposal, conduct research, submit a dissertation to their committee for approval, and defend the dissertation.

### **EDU510 (3.0 credit hours)**

#### *Affirming Diversity*

This course is an in-depth study of the diverse population of learners encountered in education today. Race, culture, gender, socio-economic status, and sexual orientation are examined with the goal of developing a learning environment where students of diverse background are affirmed and motivated. Students develop strategies to create an environment which accepts and fosters diversity. Knowledge of culture is demonstrated by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry, and support.

### **EDU512 (3.0 credit hours)**

#### *Educational Governance and Ethical Decision Making*

This course is the advanced study of the organization and governance with emphasis on advancing student knowledge of the literature, research and the practice of American Education. Topics include the study of political systems and their impact on schools; public and private school law; and the legal rights and responsibilities of students and teachers with an emphasis on the professional code of ethics and the responsibilities of teachers and administrators.

### **EDU513 (3.0 credit hours)**

#### *Advanced Curriculum Design and Instruction*

This course is an examination of instructional design theory, methodology, and trends with application for all educational environments, including K-12 and higher education. Students will examine the literature and apply instructional design theory, techniques and methods to the development of a complete piece of instruction, considering the needs of a diverse population of teachers and learners in a rapidly changing society and educational system

### **EDU514 (3.0 credit hours)**

#### *Advanced Educational Assessment and Evaluation*

This course analyzes measurement theory and practice, applied descriptive and inferential statistics, testing and improvement, standardized testing applications, and course and program evaluation.

### **EDU515 (3.0 credit hours)**

#### *Law in Ethics*

Florida Public School Law examines federal and state education law, administrative codes, state statutes, and policies with an emphasis on the various aspects of Florida law relative to education in numerous academic venues such as K-12, higher education, and allied health. In this course, students will explore the impact of education law on students, teachers, and administrators based on the United States Constitution. The course focuses primarily on examples of case law, due process, student and teacher rights, torts, basic legal research, school and educator liability and negligence, as well as current issues of school violence and technology. Ultimately, the course challenges students to develop research skills, knowledge, and competencies; and ways to critique and improve their own professional practices according to legal and ethical guidelines.



### **EDU520 (3.0 credit hours)**

#### *Psychological Basis of Education*

This course is an in-depth study of educational psychology, to include cognitive and social/emotional development of the child, young adult, and adult. It applies the findings from the theories of development and learning to classroom teaching requiring student to apply knowledge of the literature of the discipline. Whereas the course is based on theory, it is strongly practical in nature. It draws from current understanding and research and applies it to the work of the classroom teacher to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

### **EDU521 (3.0 credit hours)**

#### *Learning Theories Applied to Classroom Instruction*

This course provides advanced study and application of classic and contemporary learning theories with analysis of how these are used in community health education, teaching and educational settings. Students examine cognitive architecture and theories of knowledge, then apply them to improve educational practice in the multiple contexts in which teaching occurs. Issues of readiness, motivation, problem-solving, and memory are examined to understand how these affect pedagogy. Students evaluate cognition and learning from an applied theoretical perspective as used in educational venues such as community health education, corporate training, higher education and classroom teaching.

### **EDU522 (3.0 credit hours)**

#### *Continuous Improvement and Planning*

This course focuses on classroom planning for effective instruction and continuous improvement. The focus is on designing learning experiences that meet students' needs and interests, interpreting information and modifying plans, using varied and motivating strategies, assessing outcomes, and continuously refining learning experiences. In addition, the preliminary steps in preparing action research will be studied and applied through the assignments. Through discussion questions and written assignments, students demonstrate understanding of literature in the discipline; continue to grow and develop their research skills, knowledge, and competencies; and learn ways to critique and improve their own professional practices.

### **EDU523 (3.0 credit hours)**

#### *Teacher in American Society*

This course examines and assesses the roles of the teacher in American society. Students use data informed research to study and evaluate the educator's role as a leader in creating and maintaining student centered learning environments. Reflective practice, ethical conduct, and professional development are addressed. Using current research, theoretical foundations and best practices, the course examines methods of promoting continuous improvement in educational settings and challenging students to develop research skills, knowledge, and competencies; and ways to critique and improve their own professional practices.

### **EDU524 (3.0 credit hours)**

#### *Problem Solving and Critical Thinking*

This course is designed to illustrate how student knowledge of literature within education can help them to develop skills and strategies for teaching problem-solving and critical thinking. Using current literature and research, it focuses on how teachers can use what we know about the brain and how the mind works to teach future teachers how to teach their students to learn in the classroom.

### **EDU540 (3.0 credit hours)**

#### *Current Trends and Issues in Education*

This course involves an advanced study of the literature, movements, issues, projections, and potential directions in the area of education from early elementary through higher education.

Students will research and analyze a wide range of contemporary issues in education and experience opportunities for professional practice.

### **EDU550 (3.0 credit hours)**

#### *Educational System Organization and Leadership*

This course includes an advanced study of the literature on the skills required to be a successful school leader. Areas of interest include organizational models, policy issues, organizational development, planning, leadership styles, management, assessment, motivation, and professional practice. Course topics are evaluated from a systems and continuous quality improvement theory perspectives.

### **EDU552 (3.0 credit hours)**

#### *Personnel Selection and Development*

This course is an advanced study of the knowledge and skills essential for exercising effective leadership in school personnel recruitment, selection, orientation, assessment, and professional development. Educational human resource management models, theories in literature, and practices are considered.

### **EDU553 (3.0 credit hours)**

#### *Education Budgeting and Finance*

This course examines current financial organization and financing of schools in the United States. Additionally, the course explores school business management including, school funding, accounting, performance based budgeting and applicable Florida state public education finance law with emphasis on advancing student knowledge of the literature, research and the practice of American education

### **EDU555 (3.0 credit hours)**

#### *Internship in Educational Leadership*

This course is based on the contents of the Florida Educational Leadership Examination (FELE) which is broken down into three sections: (1) Instructional Leadership, which includes instructional leadership, managing the learning environment, and learning, accountability, and assessment, (2) Operational Leadership, which includes technology, human resources development, ethical leadership, and decision-making strategies, and (3) School Leadership, which includes community and stakeholder partnerships and diversity. This course is designed to prepare MSE students in the Educational Leadership specialization to become effective K-12 school leaders in Florida and other states throughout the country.

### **EDU560 (3.0 credits)**

#### *Enrollment Management Theory and Practice*

Enrollment management is an advanced study of recruitment and enrollment processes and how they fit into the college and university system. This course provides a strong understanding of the enrollment process, new student orientation, and customer relationship management. Issues in team building, personnel motivation, and training an admissions team are explored. Students will develop a recruitment and student retention presentation.

### **EDU562 (3.0 credits)**

#### *Higher Education Marketing*

This course analyzes and assesses marketing theories and strategies in higher education including branding, developing effective advertising, placing media, assessing results, successful online marketing strategies, and website design. Students will develop and evaluate a marketing plan for a career college or university.

### **EDU564 (3.0 credits)**

#### *Leading Career Education in America*

This course is a detailed overview of key areas affecting career college operations. Operations management is assessed with emphasis on developing a campus master plan for strategic planning, campus safety, facilities, internal and external audits, regulatory and legal issues, institutional self-studies, and accreditation requirements. Student services requirements and best practices are assessed.

### **EDU566 (3.0 credits)**

#### *Managing Career Colleges for Successful Outcomes*

An in depth study of practices that increase financial and student performance and success. College management practices including timely intervention, effective budgeting for financial and non-financial outcomes, student success strategies, retention best practices, and methods to increase student success outcomes are analyzed. Students will develop and evaluate a financial plan for a career college

### **EDU572 (3.0 credits)**

#### *Design and Delivery of Web Conferences and Webinars*

Students examine different strategies, software programs, and models to create effective educational seminars, conferences, and professional development. The course prepares students to incorporate learning theory to design, deliver and evaluate web-based projects for classmates and other potential learners and stakeholders.

### **EDU580 (3.0 credits)**

#### *Issues and Trends in Health Education Programs*

This course provides the student with the opportunity to examine the varied topics, concepts and challenges currently confronting professionals practicing in the health education field. The allied health professional must be able to illustrate knowledge of the literature with the goal of enhancing best practices in the health education field within the community and institutions.

### **EDU581 (3.0 credits)**

#### *Developing and Implementing Health Education/Promotion Programs in Institutions and the Community*

This course provides students with knowledge of strategies used in the development, implementation, and evaluation of health education programs. Using accepted health research-based models, students will learn to perform a needs assessment as well as develop, implement, and evaluate a health education program for an institution or a community. Also covered are concepts in leadership and management necessary to successfully manage a health organization in the community based on these assessments and plans.

### **EDU582 (3.0 credits)**

#### *Compliance and Legal/Ethical Issues in Health Education*

This course will provide the student with a detailed analysis of concepts and challenges confronting the health educator with respect to the critical areas of legality and compliance in the health education field. Principles of ethical practice in designing health education programs, proper modeling of professional practice, and review of credentialing/accreditation agencies/associations will be covered. Also discussed are the four main practice areas (schools, community health, work-site, and healthcare settings) for the health educator. Demonstration of knowledge of the literature is crucial to constructing theory-based health education programs.

### **EDU583 (3.0 credit hours)**

#### *Health Behavior Theory in Health Education*

This course will provide the student with a detailed analysis of the health behavior concepts and theories for change confronting the health educator with respect to inspiring healthy lifestyle behaviors in themselves as well as in their patients, clients, family, and friends. In addition, application of strategies as interventions for the prevention and treatment of lifestyle-related diseases such as heart disease, diabetes, stroke, obesity and application of allied health discipline-specific issues and strategies will be discussed. Principles of psychology-based theory will assist allied health educators both in practice through proper modeling of professional practice and in designing health education programs for individuals and the community.

### **EDU710 (3.0 credit hours)**

#### *Ethical and Legal Issues in Education/Leadership*

This course is an intensive study focused on legal and ethical perspectives in education. Students will practice thinking logically, critically, conceptually, and analytically about legal and ethical issues affecting the field of education. Topics include liability, due process, search and seizure, employment law, discrimination, expression of controversial views, legal and ethical issues in school financing, NCLB, accreditation and regulatory issues, federal and state laws, FERPA, student rights, ADA, and legal aspects of technology. Ethical theories of problem-solving and resolution strategies, focusing on anticipating legal issues before they arise and utilizing methods and tools to prevent and resolve legal problems will be practiced.

### **EDU712 (3.0 credit hours)**

#### *Policy, Politics, and Community Relations*

This course is an in depth analysis of educational politics and policy and the role of community relations in school and policy trends affecting schools today. Educational stakeholders, their roles and impact on schools, and management of community relations are evaluated and assessed with a special emphasis on ethical decision-making. (Program Pre-requisite)

### **EDU730 (3.0 credit hours)**

#### *Funding of Educational Institutions*

This course examines public and private funding for educational institutions. Course topics include regulatory issues relating to funding, the role of politics in education funding, present and future funding patterns and school finance reform.

### **EDU740 (3.0 credit hours)**

#### *Curriculum Design*

This course is an advanced study into the theory and application of curriculum design. Students will evaluate curriculum theory and trends reflectively to develop a personal curriculum and curriculum development philosophy. Using a systematic approach, students will design a curriculum including course preparation material, instructional techniques, use of technology, forms of evaluation, and assessment of curricula. Peer review and coaching will encourage critical thinking, analysis, and collaboration in the curriculum design process.

### **EDU741 (3.0 credit hours)**

#### *Differentiated Instruction*

This course provides the skills and knowledge necessary to prepare for organizing classrooms for differentiated instruction. It covers research-based principles of effective planning and design as well as pre-assessment, instructional strategies, management skills, and grading.

The compilation of knowledge applied in this course give the educational leader the framework necessary to assess and evaluate differentiated instruction in schools.

## **EDU742 (3.0 credit hours)**

### *Classroom Management*

This course is an in-depth analysis of the dynamic, cultural and social interactions within the classroom setting. Students will evaluate the various theories of group dynamics, communication, motivation, and the behavioral and cognitive approaches to learning through classroom interactions. Students will research and develop classroom assessment techniques to measure classroom performances. Using a theoretical foundation, students will engage in research that analyzes the various skills, assessments, methods, and training required to build both a positive classroom learning environment and a sustainable learning community. This research will address the most recent trends in classroom-based issues regarding teaching and administrative preparation for future classroom challenges.

## **EPY816 (3.0 credit hours)**

### *Advanced Seminar in Teaching Psychology*

Through this course students will acquire the theory and skills needed to teach college-level courses. During this course students will explore teaching theory, research, syllabus construction, text selection, lecture planning, how to conduct an effective discussion, assessment development, use of technology in the classroom, and development of effective classroom management skills. Additionally students will have the opportunity to enter the classroom to put these skills into practice. (Pre-requisite: EDU740, PSY750, PSY780)

## **FIN512 (3.0 credit hours)**

### *Accounting Finance and Economic Practices for Leaders*

The course provides the basic framework of accounting practices from the perspective of non-accounting managers. The course provides students with fundamental financial and managerial accounting principles to allow them to link individual and unit operational goals to the financial requirements of the organization. Students will understand when and how to use various analytical approaches based on the kinds of decisions needed and the particular stakeholders to be addressed. This course also addresses the fundamental economic principles of decision making including opportunity costs, factors of production, and competitive and comparative advantage. Risk and uncertainty are also analyzed. In addition, students address sustainable business principles in a rapidly changing economic and social environment. The course approaches all of these topics from the perspective of the practicing

## **FIN521 (3.0 credit hours)**

### *Financial Management*

Students learn fundamental principles and concepts of financial management. Various tools and cases are used to assist and train financial managers in decision-making. Topics include the analysis of risk and return, valuation of financial assets, capital budgeting applications, capital structure management, mergers and acquisitions, leveraged buyouts and working capital management. Co-requisite: MAN571 Pre-requisite: MBA501

## **FIN653 (3.0 credit hours)**

### *International Financial Management*

Students gain an understanding of international financial management essential to foreign investors and to international business executives. Topics include international monetary system, risk and returns of international firms, exchange rates for financial reporting, currency exposure, international equity and bond markets and capital budgeting for foreign investment. Other important topics include international merger and acquisition, leveraged buyouts and financing strategy in building global businesses. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

### **HSC711 (3.0 Credit Hours)**

#### *Delivery of Healthcare to Diverse and Vulnerable Populations*

This course addresses planning for health promotion and disease prevention among diverse and vulnerable populations, providing available, accessible, and culturally competent care for individuals, families, and communities. Provides an analysis of the barriers faced by health care providers when presented with a diverse population as well as the cultural belief systems and views of illness and disability by specific ethnic groups. The traditional, folk, and alternative methods of healing to build the knowledge base of cultural healing methods that may be encountered in ones' practice will be discussed. The student is expected to develop an understanding of cultural differences and the need to respect the background of the patient when formulating treatment plans and discussing health, disease and death issues. The need for developing cultural sensitivity is explored.

### **HSC721 (3.0 Credit Hours)**

#### *Cultural and Ethical Influences on Global Health*

This course introduces and evaluates issues related to ethical practices in the delivery of healthcare. It focuses on concepts of resource allocation, summary measures of health, the right to healthcare, and conflicts between autonomy and health promotion efforts. Concepts relevant to research ethics are also discussed. Explores the interaction of culture, public health, ethics, social justice, policy, and models of healthcare delivery from a global perspective.

### **HSC722 (3.0 Credit Hours)**

#### *Global Health Policy*

This course analyses global health from the policy perspective and the directional changes that need to occur. The course will focus on underdeveloped countries and look at determinants of health; health and socio-economic development; policy, trade, health promotion, ethical issues, and human rights. The course will survey the public health and disease management issues prevalent in these countries. The course will also look at the healthcare delivery systems in various countries and how this relates to global health issues.

### **HSC731 (3.0 Credit Hours)**

#### *Health Policy and Health Economics*

This course assesses the implications and influences of health policy on the economics of healthcare. It provides a comprehensive analysis of the formulation, implementation, and modification stages of the health policy process; politics of private interests (associations) at national and state levels, along with an economic analysis of U.S. healthcare system; planning, organization, and financing; current public policy issues and alternatives.

### **HSC741 (3.0 Credit Hours)**

#### *Evidence Based Medical Practice*

This course evaluates the process of applying scientific evidence to patient care. Consumers and medical practitioners need to be knowledgeable of the content of medical literature/information and be able to judge the appropriateness and validity of clinical protocols. Systematic methods for critical appraisal of study quality, research design, strength of research recommendations and quality of literature will be evaluated. The course also looks at implementation of evidence-based programs and methods for evaluating outcomes.

### **HSC751 (3.0 Credit Hours)**

#### *Healthcare Finance*

This course outlines and assesses healthcare finance and includes healthcare reimbursement practices and payer groups. The focus will be on healthcare reform, affordable care organizations, and meaningful use requirements. Effective utilization of human and material resources will be determined and operational and capital budgeting will be addressed.

## **HSC761 (3.0 Credit Hours)**

### *Health Informatics*

This course discusses and analyzes the history and current status of healthcare information systems and the varied applications in use by a wide range of healthcare entities. The content will focus on information architectures, applications, evidence-based medicine, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, and medical devices. This course also explores the issues, benefits, and challenges of using health information systems.

## **HSC771 (3.0 credit hours)**

### *Community Health Promotion and Disease Prevention*

The course provides a comprehensive analysis of health promotion and disease prevention strategies, policies, and effective interventions. Moreover, this course will explore the etiology of disease and determinants of health. The course will reflect on the comparable challenges menacing society's health status. Finally, this course will explore, develop, and evaluate health promotion initiatives.

## **HSC871 (3.0 Credit Hours)**

### *Global Health Systems*

This course allows students to select a country or continent of their choice and assess the complex social, economic, institutional, and political factors contributing to the health disparities and health delivery for global populations. The student will gain an in-depth understanding and appreciation for complexities of making changes in diverse societies.

## **HSM 691 (3.0 credit hours)**

### *Quality Management in Healthcare*

This course provides the student an overview of the theory, principles and techniques of quality management in healthcare settings. Topics include but are not limited to quality assurance, quality improvement, outcomes assessment, and tools commonly used to enhance quality of service and care in the healthcare industry. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

## **HSM692 (3.0 credit hours)**

### *Strategic Management of Health Services Organizations*

Students integrate concepts learned in core and concentration courses with relevant professional and personal experience and apply this knowledge to a significant, real-world, leadership-related business challenge. The focus of the course will be on the role and function of strategic planning as it pertains to health care organizations. Students will scrutinize strategic plans and organizational strategies in relation to the complexity of the United States healthcare system. Must be taken after core courses are completed or concurrently with last core course.

## **HSM693 (3.0 credit hours)**

### *Corporate Compliance in Healthcare*

This course provides the student the basic structure of a corporate compliance program including laws and penalties surrounding compliance and monitoring/auditing practices. The course will identify areas of concern and risk for various healthcare settings. Must be taken after core courses are completed or concurrently with last core course.

## **HSM694 (3.0 credit hours)**

### *Global Health*

This course provides an introduction to global health systems and disease. Health systems by country and the factors contributing to health delivery and health disparities in global populations are analyzed. Concepts of resource allocation, rights to healthcare, and conflicts between autonomy and health promotion efforts are presented. The challenges and opportunities in the

U.S. and comparative global challenges and opportunities are addressed.

### **HSM695 (3.0 credit hours)**

#### *Healthcare Finance*

This course provides a foundation in healthcare finance and addresses the role of financial management and health reform in the health services industry. Basic financial management concepts, and reimbursement practices will be introduced. Other topics include capital acquisition and allocation, project risk analysis, revenue cycle, and current accounts management in addition to efficient and effective utilization of human and material resources.

### **HUN501 (3.0 credit hours)**

#### *Trends in Therapeutic Nutrition*

The course explores current trends, controversies, and future initiatives aimed at improving and advancing the practice of dietetics. Students will examine the clinical practice of dietetics and nutrition and explore initiatives to enhance the quality care of patients and health prevention.

### **HUN502 (3.0 credit hours)**

#### *Special Topics: Pediatrics and Geriatrics*

The course will address the impact of nutrition pertaining to the pediatric and geriatric populations. The primary focus will be to determine the nutritional needs per age, socioeconomics and environmental influences and advances in medicine as related to chronic diseases. The student will analyze current health practices in each population and evaluate the nutrition outcome for its health effectiveness.

### **HUN519 (3.0 credit hours)**

#### *International Nutrition*

The course explores the impact of nutrition and health disparities internationally resulting from inadequate nutrition throughout the lifecycle. Students will evaluate the international health and nutrition organizations, policies and interventions. The increased role of the dietitian in creating and implementing international interventions and affecting public policy will be explored.

### **HUN561 (3.0 credit hours)**

#### *Food, Nutrition and Communication*

The overall goal of this course is to provide students with effective communication strategies in health promotion. The course expands on the concepts, theories and principles of effective communication initiatives as applied to diverse populations. The course will provide students an advance skill applicable to careers in nutrition and health promotion.

### **HUN624 (3.0 credit hours)**

#### *Sports Nutrition*

The course focuses on an advance study of the role of nutrition as a means of enhancing performance in exercise and sports. Topics include principles of metabolism, regulation of metabolism by understanding macro and micro nutrient usage during exercise and the role of weight management with athletes. Students will be able to evaluate the role of nutrition concerns for special groups, sports supplementation and body composition.

### **HUN652 (3.0 credit hours)**

#### *Public Health Nutrition*

The focus of the course is to examine the role of nutrition in preventive health practices which will assist in proactively reducing illness and disease. Students explore nutrition initiatives aimed at promoting healthy populations and the elimination of health disparities. The analysis of community-based research will allow students to assess the goals and challenges facing public health legislation and policy



## **HUN 656 (3.0 credit hours)**

### *Capstone*

The course focuses on completing a community based service-learning project. The course is designed to give future dietetic leaders an understanding of the sense of community through designing and participating in a service-learning project. Students will design, implement and evaluate the project and its' impact towards a greater sense of community. Students will assess the intervention as it applies the multi-diverse populations served by the community.

## **IDT575 (3.0 credits)**

### *Introduction to Instructional Systems Design*

This course is designed to develop skills and strategies utilizing best practices for carrying out instructional program analyses and design. It focuses on various models of instructional program design and development used by instructional designers and other curriculum experts, the roles and competencies of an instructional systems design leader and team members, the steps and analyses carried out in the Analysis and Design stage - of the ISD process, ISD team management, ISD organizations, and professional development in the field.

## **IDT576 (3.0 credits)**

### *Instructional Materials Development*

This course is designed to develop an understanding of the major learning theories applicable to the ISD process, steps and best practices needed in the Design and Implementation Stages of ISD, and current trends and issues in educational technology. Other topics include IDT career professional development planning, best practices needed to convert on-ground courses to online delivery, effective use of multimedia, collaboration, graphics, student support, usability, and navigation options/apps in online learning, and choosing/using online learning management systems.

## **IDT720 (3.0 credit hours)**

### *Designing Training and Performance Solutions*

Educational managers are more effective if they possess a repertoire of training and performance tools with which to manage teachers, staff, and students. This course is designed to give educational leaders the theoretical and practical skills to design training and performance solutions, integrating instructional design techniques common in education today. Course topics include learning theories, instructional and performance design models, assessment and evaluation techniques, and training technology. Students design and implement an intervention by conducting a needs assessment, diagnosing the results, developing a solution for the performance gap, and continuously evaluating and assessing the intervention.

## **IDT721 (3.0 credit hours)**

### *Leading Innovation Technology*

This course is designed to provide educators the leadership and management decision-making skills for applications and advancements of technology in education. Learning theory forms the basis for using technology in the classroom and will be applied to assessing technological resources and innovation. Course topics include: instructional delivery using multimedia, matching technologies to outcomes, cost and funding of technology, and trends in instructional technology. Risks and threats with the wide availability of media (the internet, iPods, cell phones, and others) to classroom security and ethical student behavior are assessed and evaluated.

## **IDT722 (3.0 credit hours)**

### *Management of Distance Education*

This course gives educational leaders the skills and competencies to administer, manage, and lead distance education programs. Topics include managing existing programs, design and implementation of distance education programs, marketing distance education programs, and

improving existing programs for efficient and effective delivery. From a research perspective students appraise the role of the course room facilitator, evaluating course room instruction, and assessing course room security and achievement of learning outcomes. Issues and policies related to distance education ethics, security, and acceptance are addressed.

### **IDT723 (3.0 credit hours)**

#### *Instructional Design Theory*

Students will investigate and apply a range of instructional design theories and design processes, from analysis through evaluation and implementation. Contemporary theory and instructional design systems will be used in the process of developing a course plan, instructional strategies, course assessment, and evaluation processes. The course concepts are applicable to K-12, higher education, and training environments.

### **IDT724 (3.0 credit hours)**

#### *Analysis and Design of Technology-Based Learning Models*

Students will evaluate technology enhanced learning models on a continuum ranging from the Socratic Method to independent study. At each point along the continuum students will identify and examine appropriate course constructs, support structures, role of student and instructor, application of technologies, and creating a balance that optimizes student success and completion rates.

### **IDT725 (3.0 credit hours)**

#### *Instructional Multimedia*

Students will create a multimedia lesson for integration into K-12, higher education, or organizational training. A variety of media may be use in this development including Audio and video production, social networking, online course delivery systems and/or other web-based forms of multimedia.

### **IDT726 (3.0 credit hours)**

#### *Current Issues in Instructional Technology*

This course provides an in-depth exploration, analysis, and discussion of trends and issues that will impact the future of instructional design. The contributions of key instructional design theorists, futurists, and scholars will be used in predicting the future of instructional design and related fields.

### **IDT796 (3.0 credit hours)**

#### *Independent Study*

The comprehensive study of a particular topic or area in instructional design, as determined by the needs of the individual student. The student works under the guidance and supervision of the program chair.

### **IDT797 (3.0 credit hours)**

#### *Special Topics in Instructional Design*

An advanced course offering intensive study of selected topics in instructional design. Course content varies according to the topic.

### **INB821 (3.0 credit hours)**

#### *Cross Cultural Management and Negotiations*

The course explores understanding and managing cultural synergy and human dynamics in a multi-cultural business environment. It offers a selective but broad view of current thinking on culture linked to management, organization, communication and negotiation. The theory and practice of management and negotiation in a cross-cultural global business are examined through models of cross cultural management, which are critiqued and applied to contemporary business cases. (Pre-requisite DBA700 and DBA720)

### **INB822 (3.0 credit hours)**

#### *Global Financial Management*

The course emphasizes the managerial perspective of global financial management. Topics include: commercial and investment banking, portfolio analysis and risk assessment, new market development, international business consulting and international business law. The decision-making process is presented with an emphasis on analyzing and selecting informed managerial decisions in an evolving global financial landscape. (Pre-requisite DBA700 and DBA720)

### **INB823 (3.0 credit hours)**

#### *Global Strategic Management*

The course combines the principles of international business operations and information systems that enable global trade and operations. Building on the concepts from strategic management, operations management, marketing and human resource management, this course focuses on the management information systems models used in the international business environment and the decision making tool used to best support strategic direction. (Pre-requisite DBA700 and DBA720)

### **INB825 (3.0 credit hours)**

#### *Global Supply Chain Management*

Global Supply Chain Management (GSCM) combines the essential business processes along with the knowledge and skills required to manage within a global business environment. The course focuses on the dynamics of sourcing including how products, services, and information are developed. Doctoral students will analyze the benefits and challenges of global sourcing and logistics, and understand how to design and manage a sustainable global supply chain system. Topics include: strategic supply-chain management practices, global sourcing, logistics and supply chain operation, sustainable logistics, and supply chain systems designs. (Pre-requisite: All core and research courses)

### **INB826 (3.0 credit hours)**

#### *Advanced Topics in Global Management*

Doctoral students will integrate principles and practices of international trade and investment, global finance, global human resource management, global supply chain management, global marketing management and risk management to achieve a global mindset. Course topics include: globalization and localization, doing business in developing countries, global strategy, multinationals' entry mode, and business disaster recovery. (Pre-requisite: INB821, INB822, INB823, INB824, INB825)

### **LDR501 (3.0 credit hours)**

#### *Foundations of Leadership*

This course focuses on the process of leadership and the leader's responsibility within that process. Students examine the development and application of leadership theories and approaches and their role in organizations today. Students also analyze the differences between management and leadership and the importance of these differences and their relevance to organizational effectiveness.

### **LDR504 (3.0 credit hours)**

#### *Theory and Development of Motivation*

This course covers the theory and development of motivation. Major interest is placed on motivation models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation and environmental influences on motivation.

### **LDR505 (3.0 credit hours)**

#### *Leading Through Change and Beyond*

This course focuses on concepts, models, and strategies for leading and managing change initiatives in organizational settings. The course examines principles of ethics and their application to decision-

making and value-based leadership in times of change. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Students explore resistance to change, challenges in facilitating change, and the role of both the leader and the follower in the change process.

### **LDR506 (3.0 credit hours)**

#### *Conflict Management and Negotiation*

This course provides participants with the theory and best practices for understanding and managing conflict and their appropriate resolution. Students examine different contexts of interpersonal, team, and organizational conflicts and use methods for diagnosing the extent and severity of substantive and emotional differences. The relationships among conflict, communication, and trust breaking are discussed, as are the impacts of personal styles and values on conflict management. Trade-offs and risk analysis are considered in the mediation/resolution process.

### **LDR507 (3.0 credit hours)**

#### *Team Development and Leadership*

This course focuses on a variety of concepts and practices associated with developing and managing an effective team. Different approaches to leadership, motivation, and performance are addressed, along with barriers to effective team efforts. Students identify current challenges and issues confronting managers in organizations, and apply positive team management strategies in a range of organizational settings.

### **LDR508 (3.0 credit hours)**

#### *Leadership and Ethics*

This course focuses on theories and models of leadership with special attention to the demonstration of an understanding, familiarity, awareness, and competency of the principles of ethics, and how they apply to decision-making, leadership, leadership development, and value-based leadership.

### **LDR812 (3.0 credit hours)**

#### *Analysis of Management History, Theory, and Leadership Thought I*

Doctoral students will research the history of management, the emergence of important leaders, and their contributions to the field. Doctoral students will develop taxonomies of leadership qualities that match their own. The taxonomy will be used as a solid foundation for the leadership plan they will write in LDR 816 Analysis of Management History, Theory, and Leadership II. . (Pre-requisite DBA700 and DBA710)

### **LDR813 (3.0 credit hours)**

#### *Leading in the 21st Century*

Doctoral students will research leadership practices pre 21st Century and compare and contrast the application of leadership and management thought. Doctoral students compare, contrast, and innovate leadership practices not only for 21st Century organizations but to make them useful for organizational behavior factors such as generational differences, national, multinational, and global organizations and the impact of technology and information systems. . (Pre-requisite DBA700 and DBA710)

### **LDR816 (3.0 credit hours)**

#### *Analysis of Management History, Theory, and Leadership Thought II*

Doctoral students will write a leadership plan that will be all inclusive and comprehensive. The plan will incorporate leadership qualities that apply to their organization based on their initial research in LDR 812 Analysis of Management History, Theory, and Leadership II. Doctoral students will discuss, analyze and propose the mission, vision, and strategic direction of the organization, utilizing scholarship, business, administration, and education. (Pre-requisite: All core and research classes.)

### **MACJ501 (3.0 credit hours)**

#### *Seminar in Criminal Justice*

This graduate course provides a brief historical survey of the components of the Criminal Justice System. Areas covered include how law enforcement, the prosecutor's office, the courts, and corrections function individually and collectively in the pursuit of justice. A thorough examination of how defendants proceed through the Criminal Justice System is undertaken. Students will analyze and discuss current topics such as homeland security, terrorism and the role of the Criminal Justice System in homeland security operations. (Program co-requisite)

### **MACJ511 (3.0 credit hours)**

#### *Seminar in Law Enforcement*

A social psychological examination of current issues and problems in municipal law enforcement, including such topics as the recruiting and training law enforcement officers, informal exercise of police authority, police role conflict, the relative significance of law enforcement and social service, and interactional dynamics of police subculture. Co-requisite: MACJ501

### **MACJ512 (3.0 credit hours)**

#### *Seminar in Court Systems*

The advanced study of the development, structure and processes of the American Criminal Court System. The course will identify and assess the decision points of the criminal justice process (pre-trial, charge, plea negotiations, and sentencing) and the impact they have on the work of the court's key figures in a contemporary court system. Students will analyze the role of the Supreme Court in balancing state vs. individual interests including: personal liberty and community safety. Co-requisite: MACJ501

### **MACJ513 (3.0 credit hours)**

#### *Seminar in Correctional Systems*

The advanced study of the theory, practices, and policies of the American Correctional System. The course investigates the historical development of imprisonment including the central themes of Retribution, Restoration, Rehabilitation, Deterrence and Incapacitation. The course will define the role of the working relationship of corrections in the greater spectrum of the criminal justice system while analyzing and evaluating the significant problems facing the system today. Students will break down the ethical, legal and practical dimensions of proposals for reform through a blend of theory, practice and first hand observation. Co-requisite: MACJ501

### **MACJ514 (3.0 credit hours)**

#### *Theory in Criminology and Criminal Justice*

Advanced study of theory in criminology, examining the principal functions of criminological theories and how they are rooted in the historical and social contexts in which they originate. Topics include: analysis of how criminological theories work, the extent to which criminal theories are grounded in human experience and interests, and the principal contributions of sociological insights to the explanation of crime and criminals. Students will analyze, discuss, and thoroughly research criminological theories related to violent crime and property crime as well as terrorism and related crimes. Co-requisite: MACJ501

### **MACJ520 (3.0 credit hours)**

#### *Policy Analysis in Criminal Justice*

This course will introduce, examine, and provide students the skills with which to critically analyze and critique criminal justice policies and their impact on practice. The focus of this course will be on understanding the process of developing and implementing effective criminal justice policies to guide and application of practice. Topics include analyzing a problem, setting policy goals and objectives, designing the policy, action planning, policy implementation and monitoring, policy evaluation outcomes, and reassessing and reviewing policy. Co-requisite: MACJ501

### **MACJ540 (3.0 credit hours)**

#### *Professionalism, Leadership and Ethics in Criminal Justice*

An analysis of effective theories of organizational leadership, with a focus on appropriate applications within criminal justice and homeland security. Of critical importance will be the identification and discussion of critical leadership skills necessary to advance a criminal justice and homeland security agencies. Examines professional and ethical issues faced by decision makers in criminal justice. Co-requisite: MACJ501

### **MACJ550 (3.0 credit hours)**

#### *The Juvenile Justice System*

This course focuses on the development and philosophy of the Juvenile Justice System; the measurement of delinquency, theories and correlates of delinquency, and prevention. Topics covered include; the processing of offenders through the juvenile justice system and the special forms of justice applied to non-adults by arrest, detention, adjudication and juvenile corrections. Delinquency theories are explored with emphasis on prevention, treatment, and control. Co-requisite: MACJ501

### **MACJ571 (3.0 credit hours)**

#### *Seminar in Homeland Security*

This course provides a brief overview of the key elements of the United States' homeland security program. The course examines the scope and breadth of homeland and national security issues. Students will analyze and discuss the field of homeland security and its intelligence sub-fields which includes emergency management and natural disaster response aspects of the field. Co-requisite: MACJ501

### **MACJ572 (3.0 credit hours)**

#### *Dynamics of Terrorism*

This course examines terrorism as a contextual phenomenon produced by the manner in which individuals, organizations, and the state are situated within larger surroundings. Case studies and use of primary documents are used to explore the multiple forms of and motives for terrorism. Students examine origins of terrorism in the splintering of social movements, followed by the strategic and operational choices faced by the splinter and its members. Works by key theorists are supplemented by in-depth examination of particular episodes of terror to emphasize that even agency (individual choice) is bounded by a host of social and personal factors and constraints. Co-requisite: MACJ501

### **MACJ573 (3.0 credit hours)**

#### *Domestic and International Terrorism*

This course introduces participants to various aspects of domestic and international terrorist organizations. The student will be introduced to basic principles of terrorist investigations, international and domestic security threats, and the goals, motivational factors, targets, and tactics of terrorist organizations. The student will learn techniques for evaluating an organization's vulnerability to attacks that involve chemical, biological, explosive, radioactive weapons or sabotage. Students will learn the current models, roles, and responsibilities of local, state, and federal agencies in counter-terrorism investigations. Co-requisite: MACJ501

### **MACJ574 (3.0 credit hours)**

#### *Cyber Security*

This course will examine the interdisciplinary field of cyber security by examining the evolution of information security into the area of cyber security. Topics include: cyber security theory, and the relationship of cyber security to nations, businesses, society, and people. The course will cover multiple cyber security technologies, processes, and procedures. Students will analyze the threats, vulnerabilities and risks present in these environments, and identify appropriate strategies to mitigate potential cyber security problems. Co-requisite: MACJ501

### **MACJ576 (3.0 credit hours)**

#### *Border Security: Policy and Intervention*

This graduate course provides a brief overview of United States border security and organized crime to include various transnational crimes such as weapons and drug smuggling, money laundering, human trafficking, etc. This course will examine U.S. responses to international criminal threats within various pathways such as cross-border trade, international financial transactions, and migration. U.S. agency roles and responsibilities will be examined in their efforts to combat transnational crime. In addition, Maritime ports of entry and defense of U.S. coastal waterways will be reviewed. Co-requisite: MACJ501

### **MACJ580 (3.0 credit hours)**

#### *Conflict Analysis and Resolution*

This course provides an overview of major organizational and interpersonal conflict management and resolution theory and practice paradigms. This course will focus on the nature of conflict, conflict perspectives, needs and interests, goals, structure of conflict, styles of organizational and interpersonal conflict management and resolution, communication and motivation, negotiation and mediation, crisis intervention, and conflict as it relates to culture and diversity. Co-requisite: MACJ501

### **MACJ590 (3.0 credit hours)**

#### *Research Methods in Criminal Justice*

Research design for criminal justice with an emphasis on data collection methods, measurement of validity and reliability, and causal analysis. Social science research methods will be applied to criminal justice and homeland security management including quantitative and qualitative research, the terminology of research, conducting research, and answering research questions. The pre-proposal for the thesis must be approved by completion of this course. (Pre-requisite: MACJ501)

### **MAN511 (3.0 credit hours)**

#### *Strategic Management*

This course focuses on business planning, strategy and organizational analysis. Strategic Management is the decision process that compares an organization's internal capabilities with the external opportunities and threats it faces in its environment. It is an ongoing process of analysis, planning, and action that attempts to keep a firm aligned with its environment while building on organizational strengths and exploiting environmental opportunities while minimizing organizational weaknesses and avoiding environmental threats. In general, Strategic Management is a proactive process that is intended to help managers effectively and efficiently achieve a firm's performance objectives in an unpredictable, turbulent environment. Organizational analysis emphasizes the design, functioning and structure of an organization. In addition, contingency and entrepreneurial planning will be examined.

### **MAN542 (3.0 credit hours)**

#### *Business Research Methods*

Students learn to conduct qualitative and quantitative research that contributes to business decision-making. Practical knowledge includes secondary data searches; questionnaire, interview, and case study design; data analysis and display; and written and oral reports. Business research ethics will be addressed.

### **MAN551 (3.0 credit hours)**

#### *International Business*

Students learn key aspects of the international business environment and their impact on creating opportunities and challenges for business. Topics include theories, institutions, conventions and agreements affecting international business, as well as effective strategies for improving business performance in the global market. Practical experience is gained through the analysis of real-world cases and projects.

### **MAN571 (3.0 credit hours)**

#### *Organizational Behavior*

Students focus on three factors that contribute to successful organizational performance: individual behavior, group/team behavior and organization-wide processes. Topics include ethics, diversity, communication, motivation, leadership, conflict management and organizational culture, structure and change. Learning activities emphasize practical application of organizational theory.

### **MAN573 (3.0 credit hours)**

#### *Project Management*

This course provides a deep understanding of project management processes, behavioral and technical tools for effective planning, scheduling, controlling projects activities, managing and implementing projects. Students learn applications and how to develop a project through several stages of implementation and how to manage projects in modern organizations. Some of the key areas include the Critical Path Method (CPM), Program Evaluation and Review Technique (PERT), Gantt Charting, and communication processes as they apply to operational and service activities in today's modern business and management operations. Co-requisite: MAN571

### **MAN574 (3.0 credit hours)**

#### *Managerial Communications*

Students will enhance their professional management communications skills through reading, writing, and practicing their oral and written presentation skills. Students will explore communications strategies and techniques for communicating using traditional methods and emerging methods. Co-requisite: MAN571

### **MAN575 (3.0 credit hours)**

#### *Operations Management*

This course provides students with the tools needed to manage operations and projects within an organization. Topics include demand forecasting, capacity planning, project scheduling, inventory control, purchasing and materials management, facilities management, project management strategies, product selection and design, location analysis, and performance objectives. Quality Control methods, break even analysis, decision analysis, and supply chain management will also be covered.

### **MAN671 (3.0 credit hours)**

#### *Leadership Development*

Students develop leadership competencies by examining the behaviors, skills and styles of effective leaders and use them as benchmarks to assess their own strengths and needs for improvement. Topics include participative leadership, coaching and empowerment; power and influence strategies; contingency models of leadership and innovation-oriented leadership. Personal leadership action plans are used to document transition to desired behaviors. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

### **MAN672 (3.0 credit hours)**

#### *Cross Cultural Management*

Through experiential learning, case analyses, and individual and group projects, this course provides students with an understanding of the process of cross-cultural management and the challenges that they face while working in multicultural environments. Core competencies include self-awareness, managing ambiguity and uncertainty, managing intergroup conflict, cross-cultural communication, and international career development.



### **MAN673 (3.0 credit hours)**

#### *Organizational Change*

Students apply organizational change theory to complex organizational issues. Leaders must be able to create a vision for change, diagnose organizational problems, implement organizational redesign and cultural change, and measure effectiveness. Case studies emphasize the need to manage resistance to change and reinforce new behaviors.

### **MAN674 (3.0 credit hours)**

#### *Global Human Resources Management*

Students learn to create best practices in the global human resources field using effective leadership towards staffing operations in order to achieve sustainable global growth. The process of recruiting, selecting, training, and developing staff for global assignments is examined. A thorough understanding of global compensation, career issues, and global industrial relations is analyzed so that students can analyze world issues, laws, ethics, and cultures and apply their skills to an effective global human resources management strategy. Co-requisite: MAN571

### **MAN675 (3.0 credit hours)**

#### *Culture and Organizations*

This course draws on the cross-cultural psychology literature on national and ethnic cultures and on the management literature on culture in organizations. Major topics include the content and manifestations of culture, cultural similarities and differences, the transmission of culture, culture and subculture, culture change, leadership and culture, and managing organizational culture.

### **MAN676 (3.0 credit hours)**

#### *Global Supply Chain Management*

This course combines essential business processes, such as purchasing, cost analyses, use of technology, and optimization of cost of capital, with international logistics and finance. The course focuses on the dynamics of globally sourcing products, services, and information with the objective of linking procurement and distribution activities with increased customer value and reduced costs. Students will analyze the benefits, costs, and challenges of global sourcing, developing an understanding of how to identify, design, and manage a sustainable global supply chain system. Topics include: aligning supply chains with business strategies, logistics and supply chain operations, global sourcing practices, international procurement financing, examination of supply chain management software, and supply chain systems design.

### **MAN690 (3.0 credit hours)**

#### *Program Capstone*

Serving as the capstone course for the Master of Science in Management program, this course addresses emerging management topics and serves as an integration mechanism for the curriculum by integrating leadership skills, strategic planning and implementation skills, the human resources aspect of management, managerial communication and the ability to develop other leaders within the organization and implement change effectively. Taken in the last term of enrollment.

### **MBA500 (3.0 credit hours)**

#### *Advanced Essential Business Concepts*

This course provides a foundation in business concepts and professional business communication in preparation to successfully complete the MBA program requirements. Topics include management theory, business communication, and Microsoft Office basics as well as an intensive focus on business writing skills and style in APA format.

### **MBA501 (3.0 credit hours)**

#### *Advanced Business Analysis*

In this course students will develop a fundamental understanding of accounting, finance, economic and statistical data analysis. Various tools and methods will be used to assist students in making data driven decisions. Topics will include financial statement analysis, capital structure of business, TVM, forecasting, statistical analysis and economic topics of demand, pricing, and market structures.

### **MBA699 (3.0 credit hours)**

#### *Capstone: Business Strategies*

Serving as the capstone course for the MBA program, this course serves two purposes: First, to address emerging business topics; and, second, to serve as an integration mechanism for the MBA curriculum. The primary focus of the course is the application of strategic management for competitive advantage. Pre-requisites: All MBA core courses. Must be taken in final term of enrollment. May be taken concurrently with last concentration course.

### **MHC501 (3.0 credit hours)**

#### *Foundations of Counseling*

This course provides students with an introduction to the counseling profession. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues will be explored. The course provides an overview of the clinical mental health counseling program, the profession, and professional competencies. (Program co- requisite)

### **MHC505 (3.0 credit hours)**

#### *Counseling across the Lifespan*

This course will present theories and research on the nature and needs of individuals at all levels of life span development. Consideration will be given to socio-emotional, intellectual, physical, moral, and spiritual aspects of development. Students will review theoretical frameworks describing optimal human development, as well as the developmental etiology of problematic behaviors that will serve to introduce students to behaviors and concepts relevant to clinical practice with both children and adults.

### **MHC510 (3.0 credit hours)**

#### *Counseling Skills and Techniques*

This course will introduce students to basic counseling skills. Students will gain experience through role play, practice interviews, and videotaped presentations to learn and practice basic counseling skills. Ethical and culturally responsive practices will be emphasized.

### **MHC515 (3.0 credit hours)**

#### *Counseling Theories and Practice*

This course provides students with the theoretical background and therapeutic skills necessary for the practice of counseling. The course will focus on the major approaches to counseling and psychotherapy in current use, including historical foundations, empirical foundations, advantages, and limitations to determine which are most appropriate. Students will also begin to develop a personal theory of counseling.

### **MHC520 (3.0 credit hours)**

#### *Ethical and Legal Issues in Counseling*

This course covers the standards for professional conduct in counseling, including ethical principles and legislation and court decisions affecting professional behavior. Students will examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, and placement data will be discussed in relation to counseling a variety of culturally diverse populations in multiple settings.

### **MHC525 (3.0 credit hours)**

#### *Group Theories and Practice*

This course explores leadership styles, group dynamics, and group process necessary to run successful groups. The major group counseling theories will be explored, and group skills will be practiced. Students will engage in a variety of practical application assignments and discussions, focusing on counseling of different types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development. The course requires that students gain experience as both a growth group participant and as a co-leader.

### **MHC530 (3.0 credit hours)**

#### *Career Counseling*

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. An emphasis will be placed on individual career counseling skills across diverse populations.

### **MHC535 (3.0 credit hours)**

#### *Counseling and Advocacy with Diverse Populations*

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of counseling and educational settings. Finally, it reviews counseling issues and advocacy strategies for diverse clients.

### **MHC540 (3.0 credit hours)**

#### *Crisis Counseling*

This course focuses on the personal and systemic impact of crises, disasters, and other trauma-causing events on diverse individuals across the lifespan. Students will explore theory and models applied to crisis situations and will explore emergency management systems and collaboration among schools, agencies, and governmental entities. Students will explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Through contemporary articles and case studies, students will consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

### **MHC545 (3.0 credit hours)**

#### *Counseling Intervention and Treatment Planning*

This course prepares students for their roles as counselors in areas of prevention and intervention with specific populations in diverse settings. The course is designed to develop competencies in clinical interviewing, diagnostic assessment, case conceptualization, and treatment planning. Diversity considerations and current models of evidence-based practice will be emphasized. Students will explore therapeutic approaches related to a broad range of mental health issues, aspects of therapeutic alliance, goal-setting, and outcome evaluation. (Prerequisite: MHC515)

### **MHC550 (3.0 credit hours)**

#### *Assessment in Counseling*

This course is designed to provide an overview of principles and application of mental health assessment in a multicultural society. Students will gain an understanding of basic methods of assessment in counseling, to include evaluating, selecting, and using appropriate techniques and standardized testing methods, and to conduct a thorough, culturally sensitive, and ethically responsible assessment.

### **MHC555 (3.0 credit hours)**

#### *Psychopathology and Diagnosis*

This course covers the etiology and presentation of major mental health disorders as classified in the Diagnostic and Statistical Manual of Mental Disorders. Multiple perspectives of clients' emotional and psychological distress, disturbances, and behaviors are considered, while including acknowledgment of client strengths and resilience and the social and cultural context. Additionally, the course introduces students to skills in selecting and implementing appropriate treatment strategies and in case presentation.

### **MHC560 (3.0 credit hours)**

#### *Counseling in Community Settings*

This course will cover the history of community psychology, with a focus on the various approaches and techniques used by community counselors across diverse populations. Distinctions between traditional clinical interventions and community interventions are highlighted. Students will also develop strategies to promote client understanding of and access to a variety of community based resources.

### **MHC565 (3.0 credit hours)**

#### *Couple and Family Counseling*

This course provides counseling students with the theoretical background and therapeutic skills necessary for therapeutic intervention in families, couples, and systems. Information will be provided on contemporary approaches, ethical considerations and professional issues. Counseling practices for different populations and types of families will be explored.

### **MHC570 (3.0 credit hours)**

#### *Foundations of Addiction and Addictive Behavior*

This course provides students with the major theories, concepts, issues, and data in the diagnosis and treatment of addictive behaviors. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction and its impact across the life-span. Assessment, diagnosis, and treatment of addictions with diversity and advocacy issues will also be explored. (Prerequisite: MHC555)

### **MHC575 (3.0 credit hours)**

#### *Counseling and Sexuality*

This course focuses on increasing students' awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort in addressing sexuality issues in counseling with clients across the developmental spectrum. Students will develop the skills and tools necessary to strengthen positive relational and sexual functioning in a therapeutic setting. Personal values clarification, sex education, cultural messages, gender role development, and relational patterns will be examined throughout the course. (Prerequisite: MHC505)

### **MHC660 (3.0 credit hours)**

#### *Practicum in Counseling*

This supervised practicum experience has a minimum of 100 clock hours over one 16-week semester. The practicum must include 1) at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills; weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract; 2) an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; 3) the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; 4) evaluation of the

student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Prerequisites: MHC501, MHC505, MHC510, MHC515, MHC520, MHC525, MHC530, MHC535, MHC540, MHC545, MHC550, RSM610)

### **MHC661 (3.0 credit hours)**

#### *Internship in Counseling*

This course is taken twice for a minimum of 600-hours of internship experience. Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Prerequisite: MHC660)

### **MKT531 (3.0 credit hours)**

#### *Marketing Management*

Students gain the knowledge and skills necessary to understanding the critical role of marketing in successful organizations. Topics include segmentation analysis, target markets, positioning, marketing mix elements, supply chain, marketing communication and pricing.

### **MKT631 (3.0 credit hours)**

#### *Marketing Research and Analytics*

Students gain an understanding of various marketing information needs of an organization. Topics include definition of research objectives, data sources, research design, interpretation of data and evaluation of research proposals and results. The course focuses on applying marketing analytics and research concepts to solving real-world problems through applied research exercises and experiential research development projects.

### **MKT633 (3.0 credit hours)**

#### *Promotional Strategy*

Students learn the formulation and execution of promotional strategy of a marketing plan, thus developing strategic thinking in all aspects of marketing communication. Integrated promotional strategy topics include advertising, sales promotion, personal selling, direct marketing and public relations and publicity. The course includes a variety of application exercises such as cases and real-world promotional projects.

### **MKT634 (3.0 credit hours)**

#### *Advanced Consumer Behavior*

An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. It focuses on identifying the relevant behavioral variables in a

given product purchase situation and determining how marketing strategy can be adapted to meet the ways in which consumers perceive, select, and buy. It uses advanced cases and a field study project.

### **MKT635 (3.0 credit hours)**

#### *International Marketing*

Students examine marketing practices in a global environment. They examine types of decisions that marketing manager's make when expanding into a foreign market. The course assumes familiarity with general marketing management and utilizes this as a base to develop insights and understanding of international marketing. It relates various economic, social, political, religious and legal dimensions of the world to the marketplace. Special emphasis is placed on the impact of cultural values and businesses operations, business transactions and global marketing strategies.

### **MKT637 (3.0 credit hours)**

#### *Digital Marketing*

Students examine marketing practices in a digital environment. They examine types of decisions that marketing manager's make when expanding into a digital market. The course assumes familiarity with general marketing management and utilizes this as a base to develop insights and understanding of digital marketing. It relates various economic, social, political, religious and legal dimensions of the world to the marketplace. Special emphasis is placed on the impact of e-marketing and social media, business transactions and digital marketing strategies.

### **MKT851 (3.0 credit hours)**

#### *Emerging Issues in Marketing*

The course is designed to help D.B.A. students develop both an appreciation for the intellectual growth of marketing as an academic discipline and a set of skills related to the practice of marketing management. Students will be exposed to the role of marketing in a modern organization and, through the use of case, lecture, and market modeling assignments; will develop skills in planning and executing marketing programs. Students will examine the intellectual underpinnings of marketing as a discipline by examining the development of marketing theories from both a historical as well as philosophical basis. In doing so, they will also be exposed to the basic issues involved with doing scientific research in the social sciences.

### **MKT852 (3.0 credit hours)**

#### *Seminar in Global Marketing*

The course is designed to develop an understanding of the problems and opportunities present in the international business environment and the challenges involved in the development and implementation of the international corporate/marketing strategy. It includes an analysis of the environment of international markets, theories and models, market research methodology, and the marketing mix. (Pre-requisite DBA700 and DBA750)

### **MKT853 (3.0 credit hours)**

#### *Seminar in Marketing Models and Theory*

This course is designed to prepare doctoral students in marketing for the dissertation by providing them with the skills to develop theory within a marketing context. The students will examine a structured theory development procedure and will complete a theory development paper. In addition, students will read and critique works in the field. (Pre-requisite DBA700 and DBA750)

### **MKT854 (3.0 credit hours)**

#### *Consumer Behavior Theory and Practice*

The course examines new customer theory, the applications of creating theoretical constructs incorporating marketing dominant logic, customer lifetime value models, and analytical methods to develop and design consumer response systems. Customer loyalty and satisfaction are measures to help assess impacts of various marketing strategies using techniques and scales to create improved

consumer results. Developing promotional methods for practical customer application provides marketing professionals advanced tools to design enhanced service performance and tangible sales programs. Additional topics include: defining consumer responses to the target market and investigating market segmentation to improve overall goal performance. (Pre-requisite: PSY701)

### **MKT855 (3.0 credit hours)**

#### *Strategic Service Marketing*

Service marketing requires strategies and tactics that are different from traditional goods marketing. The doctoral student will explore service quality theories and measurements, customer expectations and perceptions, business-to-business service applications, a conceptual framework for service recovery, the financial and economic impact of service quality, service innovation and design processes, the customer's role in service delivery, and global services marketing. Students will be evaluated on the basis of several practical assignments using new theories of service quality and they will develop a service marketing plan. Students will be prepared for various career opportunities in services marketing. (Pre-requisite: All core and research courses)

### **MPA500 (1.0 credit hour)**

#### *Introduction to the Physician Assistant Profession*

This course is designed to introduce the physician assistant to various professional topics that affect the practicing physician assistant. The course focus is on the non-medical aspect of the profession such as: history of the physician assistant profession, laws and regulations governing physician assistant practice and education, reimbursement issues, and professional behavior. Legal and legislative issues are discussed including licensing, credentialing, national certification, professional liability, and Physician Assistant program accreditation. Prerequisites: Admission to the Physician Assistant Program; Corequisites: MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526

### **MPA502 (3.0 credit hours)**

#### *Fundamentals of Diagnostic Methods*

The basic principles of radiology and imaging techniques such as plain radiographs, ultrasound, computed tomography and magnetic resonance images are reviewed. Normal and abnormal findings on these commonly ordered studies are emphasized. This course teaches the student how to read and interpret various forms of diagnostic imaging. Prerequisites: MPA500, MPA510, MPA511, MPA512, MPA513, MPA515, MPA516, MPA520, MPA521, MPA522, MPA523, MPA524, MPA525, MPA526, MPA531, MPA533, MPA534, MPA535; Corequisites: MPA514, MPA517, MPA530, MPA532, MPA536, MPA540, MPA543, MPA544, MPA692

### **MPA510 (3.0 credit hours)**

#### *Physical Diagnosis I*

This course will explore the basic principles and skills required to elicit and perform a complete historical and physical examination. Normal physiologic and psychological, adult physical findings will be emphasized. Documentation and integration of the physical exam with interviewing skills will be stressed. This course introduces the beginning practitioner to the skills of listening, communicating, data collecting, and documentation. Prerequisites: Admission to the Physician Assistant Program; Corequisites: MPA500, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526

### **MPA511 (4.0 credit hours)**

#### *Human Physiology*

Students will study cell physiology through various organ systems. The focus will be on how each contributes to the normal functioning of the body as a whole. This course represents an advanced study of the physiology of human organ systems focusing on blood and circulation, muscular,

neuronal and sensory systems, renal and respiratory systems, digestion, metabolism, reproduction, and their control by the endocrine and central nervous systems that provide the basis for understanding disease and pharmacotherapeutic mechanisms. Special emphasis is placed on the clinical application of this knowledge to patient management. Prerequisites: Admission to the Physician Assistant Program; Corequisites: MPA500, MPA510, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526

### **MPA512 (3.0 credit hours)**

#### *Clinical Pathophysiology*

This course is designed to promote understanding and application of fundamental disease processes in clinical settings. It is a systematic study of disease processes involving relationships between pathophysiological changes and clinical manifestations. Students will study the essential mechanism and sequence of events leading to the development and functional changes associated with disease process. General concepts of diseases, including etiology, pathogenesis, morphology and biochemistry will be discussed. General pathophysiology concepts including cell injury, necrosis, inflammation, wound healing, and neoplasia will be explored. Prerequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526; Corequisites: MPA516, MPA520, MPA523, MPA524, MPA531, MPA533, MPA534, MPA535

### **MPA513 (5.0 credit hours)**

#### *Human Anatomy*

This course is designed to familiarize the student with the clinically relevant aspects of human anatomy with an in-depth examination of anatomical structure and function. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease presentation. This provides a foundation for the study of diseases in the clinical medicine courses. Lectures and labs will emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures. Prerequisites: Admission to the Physician Assistant Program; Corequisites: MPA500, MPA510, MPA511, MPA515, MPA521, MPA522, MPA525, MPA526

### **MPA514 (1.0 credit hour)**

#### *Applied Learning Experience (ALE)*

The purpose of this course is to aid in facilitating the transition from the classroom to the clinical arena. The students will be exposed to the clinical (non-procedural) technical skills necessary for patient centered care, such as using medical websites and apps to find appropriate diagnostic studies and clinical therapeutics, documenting specialized notes, writing prescriptions, and performing oral case presentations. Prerequisites: MPA500, MPA510, MPA511, MPA512, MPA513, MPA515, MPA516, MPA520, MPA521, MPA522, MPA523, MPA524, MPA525, MPA526, MPA531, MPA533, MPA534, MPA535; Corequisites: MPA502, MPA517, MPA530, MPA532, MPA536, MPA540, MPA543, MPA544, MPA692

### **MPA515 (3.0 credit hours)**

#### *Introduction to Healthcare Research and Biostatistics*

This on-ground course prepares the physician assistant student with skills to understand research design, analyze research information and apply it to clinical practice, evaluate methods and techniques commonly used in health care, including problem selection, literature review, instrumentation, methodology, and the writing of research reports and articles. This includes the interpretation of published research, application of statistical analyses and application of research methodologies. Prerequisites: Admission to the Physician Assistant Program; Corequisites: MPA500, MPA510, MPA511, MPA513, MPA521, MPA522, MPA525, MPA526



## **MPA516 (1.0 credit hour)**

### *Healthcare Research II*

This course prepares the physician assistant student with skills to understand research design, analyze research information and apply it to clinical practice, evaluate methods and techniques commonly used in health care related to quantitative methods, primarily using MS Excel or any other electronic spreadsheet. Students will be exposed to single and multivariate statistical analysis, correlation and regression analysis and basics of Analysis of Variance (ANVA, ANCOVA, MANOVA).

Also, analysis of parametric and nonparametric statistical analysis will be covered. Prerequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526; Corequisites: MPA512, MPA520, MPA523, MPA524, MPA531, MPA533, MPA534, MPA535

## **MPA517 (1.0 credit hour)**

### *Healthcare Research III*

The Physician Assistant Graduate Project is designed to provide the Physician Assistant student the opportunity to gather further information on a selected medical topic using skills and information gained through the didactic phase of the Physician Assistant curriculum. The project and course will conclude with a paper using formatting and style standards set by the American Psychological Association (APA). Although the Master's project is not a thesis, it is expected that the final paper will be thoroughly researched and well written. The graduate project must be approved by Physician Assistant faculty. The project proposal consists of project title, brief introduction, needs assessment, and a brief literature review. The final paper will be of publishable quality. Prerequisites: MPA500, MPA510, MPA511, MPA512, MPA513, MPA515, MPA516, MPA520, MPA521, MPA522, MPA523, MPA524, MPA525, MPA526, MPA531, MPA533, MPA534, MPA535; Corequisites: MPA502, MPA514, MPA530, MPA532, MPA536, MPA540, MPA543, MPA544, MPA692

## **MPA520 (3.0 credit hours)**

### *Physical Diagnosis II*

This course is an extension of Physical Diagnosis I. This course will cover abnormalities and the problem-oriented approach of the following systems: Dermatology, Hematology, Infectious Disease, Cardiology, Pulmonary, EENT, Endocrine, and Gastroenterology Musculoskeletal. Students will learn to perform and document both focused history and physical examinations develop differential diagnosis and treatment plans. Given the technical nature and "rapid pace" of the course, students are expected to complete all required readings in advance. Prerequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526; Corequisites: MPA512, MPA516, MPA523, MPA524, MPA531, MPA533, MPA534, MPA535

## **MPA521 (3.0 credit hours)**

### *Microbiology*

This course provides an overview of Medical Microbiology, infectious diseases and the microorganisms, that cause disease. The course also provides the conceptual basis for understanding pathogenic microorganisms and the mechanisms by which they cause disease in the human body. It covers principles of antimicrobial therapy, the antimicrobials that are used to treat such infections, the mechanisms by which organisms develop resistance against antimicrobials, and epidemiologic patterns of common infections. Students will learn how to apply the classification and characteristics of

microorganisms to determine which types of antimicrobial drugs might be most efficacious in treating a given infection, as well as how to predict which pathogens are most likely to have caused a specific infection. The course provides principles of aseptic practice, and the role of the human body's normal microbiota. Course material also covers the physiologic mechanisms of humoral and cellular immunity, processes by which immune deficiencies exacerbate infectious conditions, and applications of biotechnology in creating diagnostic and therapeutic immune agents. Prerequisites: Admission to the Physician Assistant Program; Corequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA522, MPA525, MPA526

### **MPA522 (3.0 credit hours)**

#### *Ethical and Legal Medicine*

This course is an in-depth study of healthcare ethics. It will analyze the difference between ethics and law, discuss prominent ethical theories and scrutinize dilemmas in healthcare. There will be classroom discussions on ethical dilemmas faced by healthcare professionals in areas of healthcare rationing, death and dying, informed consent, reproductive health, and cultural and religious competence. Students will learn how to analyze a medical ethical dilemma using the Four Topics Chart which includes issues such as Medical indications, Patient preferences, Quality of life, and Contextual features. Prerequisites: Admission to the Physician Assistant Program; Corequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA525, MPA526

### **MPA523 (2.0 credit hours)**

#### *Clinical Pharmacology*

This course will introduce the student to basic pharmacologic principles and pharmacotherapeutic applications. Concepts to be covered will include drug mechanism of action, absorption, distribution, metabolism and excretion. Other topics include: pharmacokinetics, pharmacotherapeutics, toxicology, food and drugs interactions across the lifespan and for special populations. Laws concerning prescribing will be covered. Prerequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526; Corequisites: MPA512, MPA516, MPA520, MPA524, MPA531, MPA533, MPA534, MPA535

### **MPA 524 (5.0 credit hours)**

#### *Fundamentals of Clinical Laboratory Medicine and Surgery I*

This is the first of three courses in Clinical Medicine and Surgery. The fundamentals of clinical care will be taught through an intense study of symptoms, anatomy, physiology, etiology, epidemiology, history, physical examination findings, diagnosis and treatment. Counseling, management and patient education issues will be explored. This course builds on the foundation laid in Anatomy and Pathophysiology. The student will develop self-authored notes into a portfolio using the same framework for all clinical conditions or disorders. This framework includes: definition, etiology, pathogenesis, pertinent historical findings/clinical symptoms, pertinent physical exam findings, differential diagnosis, diagnostic evaluations, medical management, pharmaceutical intervention, surgical management (when applicable), emergency management (when applicable) and patient education maintenance/prevention on disorders covered in clinical medicine. Topics covered include: ophthalmology, otolaryngology, dermatology, cardiology, and pulmonology.

### **MPA525 (1.0 credit hour)**

#### *Clinical Laboratory Medicine I*

This course will focus on fundamentals of the clinical laboratory. Topics covered include laboratory safety, specimen collection, hematology, clinical chemistry, and urinalysis. The student will examine basic laboratory procedures and techniques (Standard B1.02 and B2.07). This course lays the foundation for Clinical Laboratory Medicine MPA535 where a more detail view of laboratory medicine is given. Prerequisites: Admission to the Physician Assistant Program; Corequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA526

## **MPA526 (2.0 credit hours)**

### *Psychosocial Issues in Healthcare)*

This course will explore diverse cultural, ethical and psychosocial issues. It will provide an opportunity for the students to discuss how cultural belief systems in multi-cultural society relate to the provision of appropriate healthcare and counseling. This course will explore the factors associated with communicating with and caring for individuals from different cultures, opposite gender or differing sexual preference. Topics include personality development from infancy through old age, the family's role in healthcare, sex and sexuality, abuse of substances and death and dying.

## **MPA530 (3.0 credit hours)**

### *Physical Diagnosis III*

This course is a continuation of Physical Diagnosis I and II. This course allows the student to integrate history taking and physical examination skills presented in semester 1 and 2 with critical thinking skills. The student will develop patient databases and differential diagnoses for medical problems encountered. Emphasis is on correlation of historical information, physical findings and pertinent laboratory results to formulate a diagnosis and a patient management plan. Student will develop these skills through analyzing and presenting clinical cases.

## **MPA531 (5.0 credit hours)**

### *Principles of Life Support Skills and Electrocardiography*

This course also provides the student with basic concepts needed to read electrocardiographs (EKGs). The student will learn to interpret EKG strips and to differentiate normal patterns from abnormal. The ability to interpret EKGs will offer the student a disciplined and directed approach to a more complete understanding of the principles of electrocardiography and its application to clinical practice. Throughout the course general principles of etiology, differential diagnosis and clinical management will be discussed and used to correlate with clinical situations.

This course prepares the student with instruction in BLS (basic life support); this course is designed to teach the skills of CPR for victims of all ages, use of an automated external defibrillator and relief of choking victims. PALS (pediatric advance life support), this course teaches skills needed for recognition and treatment of infants and children at risk for cardiopulmonary arrest, the systematic approach to pediatric assessment, effective respiratory management, defibrillation and synchronized cardioversion, intraosseous access and fluid bolus administration and effective resuscitation team dynamics. ACLS (adult cardiac life support) certification. ACLS emphasizes the importance of basic life support CPR to patient survival; the integration of effective basic life support with advanced cardiovascular life support interventions; and the importance of effective team interaction and communication during resuscitation. Students engage in simulated clinical scenarios that encourage active, hands-on participation through learning stations where students will practice essential skills individually, as part of a team, and as team leader. Realistic simulations reinforce the following key concepts: proficiency in basic life support care; recognizing and initiating early management of peri-arrest conditions; managing cardiac arrest; identifying and treating ischemic chest pain and acute coronary syndromes; recognizing other life-threatening clinical situations (such as stroke) and providing initial care; ACLS algorithms; and effective resuscitation team dynamics. The student will examine real life case studies to supplement learning.

## **MPA532 (2.5 credit hours)**

### *Clinical and Surgical Procedures*

This lecture and laboratory-based course is designed to teach students technical procedures frequently encountered in primary care and surgical settings. These procedures include wound care, wound closure, urethral catheterization, splinting, and casting. The student will learn methods of sterile technique, basic surgical procedures and care of the surgical patient. Students will practice suturing and other basic surgical skills. Prerequisites: MPA500, MPA510, MPA511,

MPA512, MPA513, MPA515, MPA516, MPA520, MPA521, MPA522, MPA523, MPA524, MPA525, MPA526, MPA531, MPA533, MPA534, MPA535; Corequisites: MPA502, MPA514, MPA517, MPA530, MPA536, MPA540, MPA543, MPA544, MPA692

### **MPA533 (4.0 credit hours)**

#### *Pharmacotherapeutics I*

This course introduces the student to cardiovascular, gastrointestinal, genitourinary, nonprescription, nonsteroidal, narcotic, ocular, diabetes, thyroid, steroid, geriatric, mental health and other miscellaneous medications. Oral, transdermal and parenteral modes of delivery will be discussed. Adverse effects of each class of drug will be investigated. Drug therapies for patients are an important aspect of this course. Prerequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526; Corequisites: MPA512, MPA516, MPA520, MPA523, MPA524, MPA531, MPA534, MPA535

### **MPA 534 (6.0 credit hours)**

#### *Fundamentals of Clinical Medicine and Surgery II*

This is the second of three courses in Clinical Medicine and Surgery. The fundamentals of clinical care will be taught through an intense study of symptoms, anatomy, physiology, etiology, epidemiology, history, physical examination findings, diagnosis and treatment. Counseling, management and patient education issues will be explored. This course builds on the foundation laid in Anatomy and Pathophysiology. The student will develop self-authored notes into a portfolio using the same framework for all clinical conditions or disorders. This framework includes: definition, etiology, pathogenesis, pertinent historical findings/clinical symptoms, pertinent physical exam findings, differential diagnosis, diagnostic evaluations, medical management, pharmaceutical intervention, surgical management (when applicable), emergency management (when applicable) and patient education maintenance/prevention on disorders covered in clinical medicine. Topics covered include: hematology, infectious disease, pulmonology, dermatology, musculoskeletal, and rheumatology. Prerequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526; Corequisites: MPA512, MPA516, MPA520, MPA523, MPA524, MPA531, MPA533, MPA535

### **MPA535 (2.0 credit hours)**

#### *Clinical Laboratory Medicine II*

This course is a continuation of Clinical Laboratory Medicine I. The student will examine laboratory medicine as it relates to patients clinically. Content includes hematologic disorders, autoimmune disorders, infectious disease, diseases of children, cardiologic disorders, pulmonary disorders, GI and GU disorders, and endocrine disorders (Stds. B2.05; B2.07). Prerequisites: MPA500, MPA510, MPA511, MPA513, MPA515, MPA521, MPA522, MPA525, MPA526; Corequisites: MPA512, MPA516, MPA520, MPA523, MPA524, MPA531, MPA533, MPA534

### **MPA536 (2.0 credit hours)**

#### *Health Promotion and Disease Prevention*

This course will focus on wellness through preventive interventions and services. It emphasizes responsibility for one's own health, the community's efforts to protect against disease, and preventive medical services. Epidemiology, risk factors, screening tests and community resources are identified with each health issue presented. The student will focus on issues of healthcare screening, patient education, risk factor assessment, counseling, and immunization requirements. The US Preventative Health Task Force goals and objectives will be analyzed.

Recommended guidelines for early disease screening among specific age groups will parallel learning experiences in clinical medicine, physical diagnosis, and genetics. Other topics include: prevention and control of communicable diseases relevant to the US population, and prevention of chronic conditions. Prerequisites: MPA500, MPA510, MPA511, MPA512, MPA513, MPA515, MPA516, MPA520, MPA521, MPA522, MPA523, MPA524, MPA525, MPA526, MPA531, MPA533, MPA534, MPA535; Corequisites: MPA502, MPA514, MPA517, MPA530, MPA532, MPA540, MPA543, MPA544, MPA692

### **MPA540 (3.0 credit hours)**

#### *Clinical Psychiatry*

This course is designed to prepare the student to recognize, diagnose, and care for individuals with psychiatric disorders encountered in most medical practices. This course will introduce students to psychiatric conditions through clinical encounters and/didactics to provide understanding of the basic biology, psychology, and social aspects of psychiatric disorders. Students will learn about differential diagnosis, diagnostic testing and medical management, to include both somatic and psychological treatments, and they will learn the foundation techniques to conduct a psychiatric interview and mental status examination. Prerequisites: MPA500, MPA510, MPA511, MPA512, MPA513, MPA515, MPA516, MPA520, MPA521, MPA522, MPA523, MPA524, MPA525, MPA526, MPA531, MPA533, MPA534, MPA535; Corequisites: MPA502, MPA514, MPA517, MPA530, MPA532, MPA540, MPA543, MPA544, MPA692

### **MPA543 (3.0 credit hours)**

#### *Pharmacotherapeutics II*

This course introduces the student to the pharmacology of hematological, vascular, oncological, integumentary, anti-infective, immunosuppressive and respiratory pharmacology as well as vitamins as therapeutic agents. Pharmacokinetic and pharmacodynamic properties will be discussed. Adverse effects of each class of drug will be investigated. Drug therapies for patients are an important aspect of this course. Prerequisites: MPA500, MPA510, MPA511, MPA512, MPA513, MPA515, MPA516, MPA520, MPA521, MPA522, MPA523, MPA524, MPA525, MPA526, MPA531, MPA533, MPA534, MPA535; Corequisites: MPA502, MPA514, MPA517, MPA530, MPA532, MPA536, MPA540, MPA544, MPA692

### **MPA 544 (8.0 credit hours)**

#### *Fundamentals of Clinical Medicine and Surgery III*

This is the second of three courses in Clinical Medicine and Surgery. The fundamentals of clinical care will be taught through an intense study of symptoms, anatomy, physiology, etiology, epidemiology, history, physical examination findings, diagnosis and treatment. Counseling, management and patient education issues will be explored. This course builds on the foundation laid in Anatomy and Pathophysiology. The student will develop self-authored notes into a portfolio using the same framework for all clinical conditions or disorders. This framework includes: definition, etiology, pathogenesis, pertinent historical findings/clinical symptoms, pertinent physical exam findings, differential diagnosis, diagnostic evaluations, medical management, pharmaceutical intervention, surgical management (when applicable), emergency management (when applicable) and patient education maintenance/prevention on disorders covered in clinical medicine. Topics covered include: Neurology, Genitourinary System, Renal System, Reproductive System, Surgery, and Emergency Medicine. Prerequisites: MPA500, MPA510, MPA511, MPA512, MPA513, MPA515, MPA516, MPA520, MPA521, MPA522, MPA523, MPA524, MPA525, MPA526, MPA531, MPA533, MPA534, MPA535; Corequisites: MPA502, MPA514, MPA517, MPA530, MPA532, MPA536, MPA540, MPA543, MPA692

## **MPA600 (5.0 credit hours)**

### *Prenatal/Gynecology CR*

This is a required five-week clinical rotation conducted in both the inpatient and outpatient settings. The physician assistant student while on this rotation will learn perinatal care, care of the obstetric patient and assessment procedures for both maternal and fetal well-being. The student will also learn about gynecological disorders, as well as the diagnosis, treatment and management of disorders that afflict both the gynecological and obstetric patients. This rotation emphasizes the pathophysiology, evaluation, diagnosis and management of systemic diseases and surgical conditions unique to the clinical practice of women's health. This includes proper data collection through history and physical examination, formulation of accurate problem lists, and thorough investigation and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. On rotation, students will encounter common gynecologic conditions, methods and effectiveness of contraception, cancer detection methods, and the diagnosis and treatment of sexually transmitted disease in the female are explored. Prerequisites: Successful completion of all didactic year courses

## **MPA610 (5.0 credit hours)**

### *Internal Medicine CR*

This is a required five-week clinical rotation conducted in both the inpatient and outpatient setting. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management, and treatment of acute and chronic medical problems seen in the internal medicine practice. This rotation emphasizes the pathophysiology, evaluation, diagnosis and management of systemic diseases and surgical conditions unique to the clinical practice of Internal Medicine. This includes proper data collection through history and physical examination, formulation of accurate problem lists, and thorough investigation and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisites: Successful completion of all didactic year courses

## **MPA620 (5.0 credit hours)**

### *Surgery CR*

This is a required five-week clinical rotation conducted in both the clinical and hospital setting. This clinical rotation will provide an orientation to the diagnosis and management of health conditions best alleviated by surgical intervention. Preoperative care is emphasized along with care of surgical wounds and minimizing post-operative complications. This rotation emphasizes the pathophysiology, evaluation, diagnosis and management of systemic diseases and surgical conditions unique to the clinical practice of surgery. The rotation will include collection of proper data through history and physical examination, formulation of accurate problem lists, and thorough investigation and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisites: Successful completion of all didactic year courses

## **MPA630 (5.0 credit hours)**

### *Emergency Medicine CR*

This is a required five-week clinical rotation which takes place in the Emergency department setting. This rotation will provide an introduction to the appropriate triage and management of trauma, emergent and acute medical problems in both children and adults. Students will learn to establish priorities while simultaneously diagnosing and treating critically ill patients. Physical examination skills and mastery of techniques and procedures essential to managing life-threatening illness and injury are emphasized. This rotation emphasizes the pathophysiology, evaluation, diagnosis and management of systemic diseases and surgical conditions unique to the

clinical practice of emergency medicine. This includes proper data collection through history and physical examination, formulation of accurate problem lists, and thorough investigation and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisites: Successful completion of all didactic year courses

### **MPA640 (5.0 credit hours)**

#### *Pediatrics CR*

This is a required five-week clinical rotation. It is designed to provide the student with outpatient and/or inpatient experience in pediatrics to include care of the neonate through the teenage years. The student will learn to perform evaluation of the healthy pediatric patient, recognize, evaluate and treat the common illnesses and problems experienced by the neonate, infant, small child, pre-adolescent and adolescent to age 18. Additionally, the student will learn to identify and manage problems in growth and development of these age groups and recognize and manage pediatric emergencies. Prerequisites: Successful completion of all didactic year courses

### **MPA650 ((5.0 credit hours)**

#### *Family Medicine CR*

This is a required five-week clinical rotation conducted in primarily an outpatient setting. This course is designed to provide the PA student with the basics necessary to build a solid foundation for the evaluation, documentation, diagnosis and treatment of problems common in primary care and family medicine. The student will develop proficiency in office procedures commonly performed in a family medicine office. Prerequisites: Successful completion of all didactic year courses

### **MPA660 (5.0 credit hours)**

#### *Psychiatry CR*

This is a required five-week clinical rotation. Students will develop the skills necessary to evaluate and manage patients with a variety of psychiatric problems. The rotation will provide students the opportunity to develop an understanding of the role of psychiatrists, psychologists, social workers and nurses in the care of the psychiatric patient. Students will select the appropriate use of s psychoactive pharmaceuticals. The Psychiatry rotation will include data collection through history and physical examination. It also includes the formulation of accurate problem lists through investigation and development of treatment plans and making referrals for specialized psychiatric treatment. Prerequisites: Successful completion of all didactic year courses

### **MPA670 (5.0 credit hours)**

#### *Elective 1 CR*

This is a required five-week clinical rotation that allows the student the opportunity to either choose a new field of study or to explore and gain intensive experience in one of the core practice areas of medicine. The Physician Assistant Program must approve clinical rotation placements. This rotation emphasizes the pathophysiology, evaluation, diagnosis and management of systemic diseases and surgical conditions unique to the clinical practice of medicine. The rotation will require proper data collection through history and physical examination, formulation of accurate problem lists, and thorough investigation and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisites: Successful completion of all didactic year courses

### **MPA680 (5.0 credit hours)**

#### *Elective 2 CR*

Clinical Problem Solving, is designed to build upon the competencies attained in MPA 670(Clinical Correlations). Students will access virtual technology based primary care patient simulations,

work through history and physical exam findings, order appropriate lab and diagnostic tests and apply evidence-based medicine in the formulation of comprehensive treatment plans. The course includes problem-based learning simulations from all the PANCE Systems areas: Cardiovascular, Dermatologic, endocrine, Eye, Ear, Nose and Throat, Gastrointestinal system, Genitourinary system, Hematologic System, Infectious Diseases, Musculoskeletal system, Neurologic system, Psychiatry, Pulmonary system, renal System and Reproductive system. Prerequisites: Successful completion of all didactic year courses

### **MPA691 (2.0 credit hours)**

#### *Certification Examination Review*

This Comprehensive Examination Review is a five day board review that will prepare the student for the National Commission on the Certification for Physician Assistant (NCCPA) Examination.

### **MPA692 (1.0 (credit hours)**

#### *Transition into Physician Assistant Practice*

This course is a concise overview of the physician assistant profession. The student will be provided with real world insights into the physician assistant profession. Topics to be examined are: state licensing, national boards, interviewing, practice alternatives for the PA, the job market, malpractice options, tips on salary negotiations, student loan reimbursement plans, physician assistant in academia and many other topics.

### **MPA695 (2.0 credit hours)**

#### *Summative Evaluation*

The summative evaluation course evaluates each student's interpersonal, professional, knowledge and clinical skills. The course is designed to assess the student's ability to demonstrate effective history and physical examination skills, develop differential diagnoses, and initiate appropriate treatment plans in a variety of scenarios. The students will be tested in clinically simulated environments to ensure that they have acquired, over the course of the Physician Assistant program, the skills and speed of performance of these skills necessary to work in a clinical setting. Pre-requisites: Taken in the last semester of enrollment.

### **MTL655 (3.0 credit hours)**

#### *Data Warehousing*

This course is designed to introduce students to data warehousing and relative concepts. Students will learn about the significant requirement efforts to prepare the data from its original source systems, transform, clean, etc. Students will learn about the front-end tools available and how these tools make it possible to do extensive ad-hoc reporting.

### **MTL675 (3.0 credit hours)**

#### *Cloud, Virtualization and Mobile Services*

This course discusses the concepts of cloud computing, mobile content delivery and virtual enterprise technologies. Topics include: public and private cloud migration strategies, mobile client implementation, and secure virtualization practices.

### **MTL690 (3.0 credit hours)**

#### *Capstone Project in Information Technology Leadership*

Serving as the capstone for the Master of Science in Information Technology Leadership, this course addresses emerging technology topics and explore how to align business related problems to the investment and implementation of the appropriate technology.



### **NGR701 (3.0 credit hours)**

#### *Chemistry, Biochemistry, and Physics for Anesthesia*

Investigates principles of chemistry, biochemistry, and physics related to anesthesia and operating room safety.

### **NGR703 (3.0 credit hours)**

#### *Advanced Principles of Physiology and Human Anatomy*

This course will appraise physiology and human anatomy from the cellular through the organ system level. This course focuses on developing depth and breadth of knowledge related to the normal physiological function of humans and how normal function at the cellular, tissue, organ, and organ system levels establish homeostasis in humans.

### **NGR704C (3.0 credit hours)**

#### *Anesthesia Equipment, Instrumentation, and Technology: Application and Evaluation*

This course focuses on principles related to the evaluation and application of equipment, instrumentation, and technology used in anesthesia practice. This a combination lecture and simulation laboratory course. Students will apply principles from the classroom in a simulated operating room environment.

### **NGR705 (3.0 credit hours)**

#### *Advanced Pharmacology*

The course focuses on principles of drug action for classes of pharmaceutical agents taken by patients undergoing anesthesia. Emphasis is placed on pharmacokinetics, pharmacodynamics, and clinical applications of pharmaceutical agents as they relate to the patient undergoing anesthesia.

### **NGR715 (3.0 credit hours)**

#### *Advanced Pharmacology for Anesthesia*

This course focuses on principles of anesthetic pharmacology with an emphasis on receptor theory. Importance is placed on pharmacokinetics, pharmacodynamics, and clinical applications of pharmaceutical agents. Interactions between anesthetic agents and non-anesthesia pharmacology will be explored and emphasized.

### **NGR714C (3.0 credit hours)**

#### *General Principles of Anesthesia*

The course examines general principles of anesthesia which serve as the foundation for anesthesia practice. Course topics include: fluid assessment and management, patient positioning, utilization and interpretation of laboratory data, airway management, monitored anesthesia care, and pain management/theory.

### **NGR713 (3.0 credit hours)**

#### *Advanced Pathophysiology Across the Lifespan I*

This course focuses on the advanced pathophysiological processes which effect the normal function of the hepatic, nervous, and endocrine systems. Emphasis is placed on the body's homeostatic mechanisms and how disease and genetics may alter it.

### **NGR717 (3.0 credit hours)**

#### *Advanced Health Assessment for Diverse Populations*

This course focusing on preparing students to synthesize concepts from nursing and the biopsychosocial sciences in the formulation of a comprehensive health assessment. This course emphasizes two distinct areas of assessment: comprehensive assessment skills and judgment needed to perform preoperative assessment of the surgical patient across the lifespan (anesthesia assessment) and a holistic, comprehensive, and culturally sensitive assessment utilized in advanced practice nursing.

### **NGR723 (3.0 credit hours)**

#### *Advanced Pathophysiology Across the Lifespan II*

This course focuses on the advanced pathophysiology of the cardiovascular, renal and respiratory systems. Emphasis is placed on the body's homeostatic mechanisms and how disease and genetics may alter it.

### **NGR724C (3.0 credit hours)**

#### *Anesthesia for Surgical Procedures I*

This course provides an in-depth investigation into anesthesia management for surgical procedures. Emphasis will be placed on students formulating written and verbal anesthesia plans and applying those plans to the management of patients in a simulated operating room environment.

### **NGR728C (3.0 credit hours)**

#### *Nurse Anesthesia Care for Co-Existing Disease and Injury I*

This course focuses on the incorporation of the principles of anesthetic management for patients experiencing traumatic injury, and diseases of the cardiovascular, respiratory, endocrine, renal, hepatic, neurological, and musculoskeletal systems.

### **NGR729C (3.0 credit hours)**

#### *Regional Anesthesia*

This course focuses on theoretical and practical considerations of perioperative patients undergoing regional anesthesia. Students will utilize principles of anatomy, physiology, and pharmacology to select appropriate regional anesthetics and techniques in order to optimize localized pain control and anesthesia.

### **NGR831 (3.0 credit hours)**

#### *Anesthesia for Special Populations*

This course focuses on an in-depth discussion of the anesthetic management of special populations, include: pediatrics, obstetrics, geriatrics, and obesity. Pathophysiology, pharmacology, and clinical considerations will be emphasized when planning the anesthetic management of these populations.

### **NGR834C (3.0 credit hours)**

#### *Anesthesia for Surgical Procedures II*

This course provides an in-depth investigation into anesthesia management for surgical procedures. Emphasis will be placed on students formulating written and verbal anesthesia plans and applying those plans to the management of patients in a simulated operating room environment.

### **NGR838C (3.0 credit hours)**

#### *Nurse Anesthesia Care for Co-Existing Disease and Injury II*

This course focuses on the incorporation of the principles of anesthetic management for patients experiencing traumatic injury, and diseases of the cardiovascular, respiratory, endocrine, renal, hepatic, neurological, and musculoskeletal systems.

### **NGR830 (3.0 credit hours)**

#### *Nurse Anesthesia Roles*

This course investigates the role of the nurse anesthetist in clinical practice. Topics include: scope of practice, ethics, vigilance while providing patient care, protecting patients from iatrogenic complications, wellness and substance abuse, and expectations of a student entering clinical.

### **NGR844 (3.0 credit hours)**

#### *Nurse Anesthesia Clinical Practicum I*

This course focuses on progressing previous didactic and in-hospital observation experiences to the development of entry-level anesthesia practice. Applications of concepts gleaned from previous semesters are integrated throughout the clinical experience. Students will learn about the components

of the operating room department, to proactively prepare the room for a surgical case and appreciate proper operating room etiquette. An emphasis on patient safety and vigilance, perianesthesia topics of pre-operative evaluation, comprehensive equipment check and prevention of iatrogenic complications for general anesthesia are explored. Students develop, implement, and evaluate anesthesia care plans for all patient populations based on best evidence. This course develops the workflow from arriving to the operating room, preparing the room, comprehensively assessing the patient, and then safely navigating the induction phase of anesthesia. Experiential learning reflects upon the construction of care plans and bridging of skills and knowledge taught in the didactic phase of the education. The student will spend a minimum three days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

### **NGR840 (3.0 credit hours)**

#### *Leadership in Advanced Practice Nursing: Influencing Policy and Improving Patient Outcomes*

This course focuses on applying principles of leadership to influence health care policy and improve outcomes. Students will analyze policy/outcomes and formulate plans to enact change through influencing facility leadership and politicians.

### **NGR842 (3.0 credit hours)**

#### *Capstone I: Topic & Literature Review*

Students in this course will choose the topic and format of their Capstone Project. Each student will work with faculty to form a Capstone Project team. The Capstone project may take many forms depending on each student's area of interest, in addition to community and organizational needs in the student's geographical area. The student will conduct a critical review of literature relevant to the proposed project and begin writing the Capstone Project Paper.

### **NGR854 (3.0 credit hours)**

#### *Nurse Anesthesia Clinical Practicum II*

This course expands upon the clinical knowledge and foundational concepts developed in Clinical Practicum I and in-hospital experiences. Students begin to incorporate evidence-based research practices in the clinical arena. This course concentrates on transitioning from the preoperative and induction of phase of anesthesia to the maintenance phase. Clinical autonomy is accentuated as the student learns to adapt to dynamic changes in the operating room. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the perianesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider. The student will spend a minimum of five days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

### **NGR852 (3.0 credit hours)**

#### *Capstone II: Methodology & IRB Submission*

This course focuses on developing an appropriate methodology for the Capstone Project. A proposal delineating the project problem/issue, conceptual framework, and methodology will be presented to the Capstone Proposal Review Committee to ensure that the proposed project meets expected requirements, scope, and focus. Students will continue writing the Capstone Project Paper.

### **NGR965 (3.0 credit hours)**

#### *Nurse Anesthesia Clinical Practicum III*

This course builds upon the clinical knowledge and foundational concepts developed in Clinical Practicums I and II and in-hospital experiences. While mastering the previous clinical concepts, this course further aims to prepare the student to safely and timely emerge an anesthetized patient. Students begin to incorporate evidence-based research practices in the clinical arena. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the

perianesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider. The student will spend a minimum of five days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

### **NGR962 (3.0 credit hours)**

#### *Capstone III: Implementation*

During this course students will work with practice mentors to implement their planned Capstone projects and collect and analyze relevant data. Students will continue writing the Capstone Project Paper.

### **NGR975 (3.0 credit hours)**

#### *Nurse Anesthesia Clinical Practicum IV*

This course builds upon the didactic and clinical principles and skills learned in Clinical Practicum I, II, and III and integrates the scientific and anesthetic principles utilized in previous semesters. Students use critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Applications of clinical concepts specific to obstetrical anesthesia, regional anesthesia, pediatric anesthesia, cardiovascular and thoracic anesthesia, neurosurgical anesthesia and more advanced anesthesia specialty cases including pain management are fundamentally explored. The student will spend a minimum of five days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

### **NGR972 (3.0 credit hours)**

#### *Capstone IV: Evaluation of Outcomes & Dissemination*

This final Capstone Project course will include both evidence-based evaluation of Capstone Project results and dissemination of the Project. Dissemination may take many forms, including webinar/video presentation, poster or podium presentation, executive summary to stakeholders, publication in print or online media, or grand rounds. Students will complete the Capstone Project Paper during this course.

### **NGR980 (3.0 credit hours)**

#### *Synthesis Seminar*

This course focuses on preparation for the National Certification Exam. Student's participate in a comprehensive review of anesthesia topics included on the NBCRNA's National Certification Exam Content Outline. The student will spend a minimum of three days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

### **NGR985 (3 credit hours)**

#### *Nurse Anesthesia Clinical Practicum V*

This course further develops concepts from all previous clinical semesters to prepare the student to safely and autonomously perform any type of anesthesia. Students use critical reasoning skills, best practices and reflective thinking in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Clinical experiences focus on anesthesia care of ASA I through IV patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. Emphasis on advanced health assessment and differential diagnosis, specialty surgical procedures, insertion of invasive pressure monitoring catheters, advanced airway management and safety and vigilance are reinforced.

### **NUAN5111 (1.0 Credit Hour)**

#### *Introduction to Advanced Practice Nurse Anesthesia*

Examination of professional and organizational influences on advanced practice Nurse Anesthesia with focus on the American Association of Nurse Anesthetists, including its history, the Councils on Accreditation, Certification, Practice Standards, and Scope of Practice. *Prerequisite: Admission to the program.*

### **NUAN5130 (3.0 Credit Hours)**

#### *Health Policy and Ethics in Advanced Practice Nursing*

Overview of the health care delivery system in the United States that includes analysis of health care policy, financial issues, political trends, ethical, and professional issues in nursing. This course also examines ethical decision-making and the political process. *Prerequisite: Admission to the program.*

### **NUAN5135 (3.0 Credit Hours)**

#### *Research Methodology for Nurse Anesthetists*

This course will focus on research and evidence based practice influences on the delivery of nursing care in multiple health care settings, the process and application of nursing research, with an emphasis on scientific inquiry and research proposal design. *Prerequisite: Admission to the program.*

### **NUAN5137 (3.0 Credit Hours)**

#### *Advanced Health Assessment*

Knowledge and skills necessary for advanced practice registered nurses to synthesize concepts from nursing and the biopsychosocial sciences in the formulation of a comprehensive health assessment. This course will provide knowledge on advanced comprehensive assessment skills and judgement needed to perform preoperative assessment of the surgical patient across the lifespan. At the end of the class, the student will be able to interpret data obtained from the history, physical examination, laboratory data, and diagnostic procedures to generate a logical, comprehensive health assessment and anesthesia care plan. Content builds on previously acquired knowledge and skills of normal and abnormal physiology, anatomy, pharmacology, and basic physical assessment. Critical thinking and decision-making skills will also be developed and assessed. *Prerequisite: Admission to the program.*

### **NUAN5220 (2.0 Credit Hours)**

#### *Chemistry and Physics for Anesthesia*

Relate various mechanisms, actions, and theories of the biomechanical principles of chemistry and physics to the practice of nurse anesthesia. *Prerequisite: Admission to the program.*

### **NUAN5221 (2.0 Credit Hours)**

#### *Introduction to Clinical Practicum*

Overview of the principles, techniques, and equipment necessary for the administration of anesthesia for the general surgical patient. *Prerequisite: Admission to the program.*

### **NUAN5231 (3.0 Credit Hours)**

#### *Advanced Pharmacology of Anesthesia Agents*

Explore the pharmacokinetic, pharmacodynamic, and clinical use of anesthetic drugs in the perioperative management of anesthesia. *Prerequisite: Admission to the program.*

### **NUAN5232 (3.0 Credit Hours)**

#### *Advanced Pharmacology of Adjunct Anesthesia Agents*

Review the pharmacokinetics, pharmacodynamics, and clinical use/application of adjunct agents in the perioperative management of anesthesia. *Prerequisite: Admission to the program.*

### **NUAN5245 (4.0 Credit Hours)**

#### *Advanced Anatomy and Human Physiology*

Comprehensive course focused on the advanced concepts of human anatomy and physiology. *Prerequisite: Admission to the program.*

### **NUAN5246 (4.0 Credit Hours)**

#### *Advanced Endocrine, Hepatic, & Neuro Pathophysiology*

Study of advanced anatomy, physiology, and pathophysiology of the hepatic, nervous, and endocrine systems with emphasis on the body's homeostasis mechanisms and their aberrant function.

*Prerequisite: NUAN 5245*

### **NUAN5247 (4.0 Credit Hours)**

#### *Advanced Cardiac, Respiratory, & Renal Pathophysiology*

Study of advanced anatomy, physiology, and pathophysiology of the cardiovascular, respiratory, and renal systems with emphasis on the body's homeostasis mechanisms and their aberrant function.

*Prerequisite: NUAN 5245*

### **NUAN5321 (2.0 Credit Hours)**

#### *Regional Anesthesia*

Theoretical and practical considerations of perioperative patients undergoing regional anesthesia.

*Prerequisite: Admission to the program.*

### **NUAN5330 (3.0 Credit Hours)**

#### *Obstetrical, Pediatric and Geriatric Anesthesia*

Perioperative management for childbearing women, children, and seniors. *Prerequisite: Admission to the program.*

### **NUAN5331 (3.0 Credit Hours)**

#### *Anesthesia Management*

Expansion on principles, techniques, and equipment knowledge developed in NUAN5221. Develop anesthesia plans based on specific cases. *Prerequisite: NUAN 5137*

### **NUAN5343 (4.0 Credit Hours)**

#### *Nurse Anesthesia Care for Co-Existing Disease and Injury*

Incorporation of the principles of anesthetic management for patients experiencing traumatic injury, and diseases of the cardiovascular, respiratory, endocrine, renal, hepatic, neurological, and musculoskeletal systems. *Prerequisite / Co requisite: NUAN 5246; NUAN 5247*

### **NUAN6112 (1.0 Credit Hour)**

#### *Concepts of Advanced Nursing Practice*

Examination of professional, ethical, social and cultural influences on advanced practice nursing.

*Prerequisite: NUAN5111*

### **NUAN6113 (1.0 Credit Hour)**

#### *Professional Aspects of Nurse Anesthesia Practice*

Examination of current trends and issues of advanced practice nursing with emphasis on Nurse Anesthesia. Nurse Anesthesia Standards and Scope of Practice and reimbursement issues are explored.

*Prerequisite: NUAN 6112*

### **NUAN6311 (1.0 Credit Hour)**

#### *Topics in Anesthesia I*

Focus on the primary review, application and evaluation of anesthesia concepts through assigned reading. The student will apply critical thinking skills through assimilation of knowledge from a published source with eventual application in clinical practice. *Prerequisite: NUAN 5331*

### **NUAN6312 (1.0 Credit Hour)**

#### *Topics in Anesthesia II*

Focus on the primary review, application and evaluation of anesthesia concepts through assigned reading. The student will apply critical thinking skills through assimilation of knowledge from a published source with eventual application in clinical practice. *Prerequisite: NUAN 6311*

### **NUAN6313 (1.0 Credit Hour)**

#### *Topics in Anesthesia III*

Focus on the primary review, application and evaluation of anesthesia concepts through assigned reading. The student will apply critical thinking skills through assimilation of knowledge from a published source with eventual application in clinical practice. *Prerequisite: NUAN 6312*

### **NUAN6451 (5.0 Credit Hours)**

#### *Clinical Practicum I*

Application of knowledge and skills, developed throughout the program to the clinical setting.

*Prerequisite: NUAN5331*

### **NUAN6452 (5.0 Credit Hours)**

#### *Clinical Practicum II*

Continuation of the application of knowledge and skills, developed throughout the program to the clinical setting. *Prerequisite: NUAN 6451*

### **NUAN6453 (5.0 Credit Hours)**

#### *Clinical Practicum III*

Continuation of the application of knowledge and skills, developed throughout the program to the clinical setting. *Prerequisite: NUAN 6452*

### **NUAN7314 (1.0 Credit Hour)**

#### *Topics in Anesthesia IV*

This course will focus on incorporation of the content of the nurse anesthesia curriculum with opportunities to begin synthesis of all didactic material and techniques for effective and efficient clinical practice. This course will include comprehensive exams designed to review for the National Certification Exam. *Prerequisite: NUAN 6313*

### **NUAN7420 (2.0 Credit Hours)**

#### *Synthesis Seminar*

Comprehensive review of anesthesia topics and preparation for The National Certification Examination.

*Co requisite: NUAN 7454*

### **NUAN7454 (5.0 Credit Hours)**

#### *Clinical Practicum IV*

Continuation of the application of knowledge and skills, developed throughout the program to the clinical setting. *Prerequisite: NUAN 6453*

### **NUAN9131 (3.0 Credit Hours)**

#### *Policy and Ethics in Nurse Anesthesia Practice*

In-depth analysis of the health care delivery system in the United States that includes analysis of health care policy, financial issues, political trends, ethical, and professional issues affecting nurse anesthesia practice. Evaluation of ethical decision making in health care policy and the relationship between health policy making and the political process.

### **NUAN9132 (3.0 Credit Hours)**

#### *Advanced Professional Roles for DNAP Practice*

Focuses on the development of effective leadership skills that enhance nurse anesthesia practice at the doctoral level. The student will gain knowledge and skills to develop as successful organizational leaders that influence education, management, and clinical practice. The student will gain an understanding of interpersonal and inter-professional collaborative skills for empowerment, mentoring, and networking.

### **NUAN9133 (3.0 Credit Hours)**

#### *Economics of Anesthesia for DNAP Practice*

Economic principles of healthcare demand, supply for health manpower; insurance; costs, risk-management; data analysis for decision making- hospital structures, with focus on the impact on anesthesia care delivery in accordance with established ethical and social standards.

### **NUAN9134 (3.0 Credit Hours)**

#### *Health Care Informatics*

Application of information systems technology in healthcare settings. Effective management of information using current technology, and the impact of such technology on anesthesia and patient care.

### **NUAN9135 (3.0 Credit Hours)**

#### *Research Methodology for DNAP Practice*

In-depth examination of research designs common to clinical nursing research. Aspects of nurse anesthesia research from the perspective of utilizing advanced skills of clinical reasoning and preparing researchers to design and carry out studies using research methods appropriate for clinically focused studies will be addressed.

### **NUAN9136 (3.0 Credit Hours)**

#### *Quality in Patient Outcomes*

Application of Healthcare Quality Management to Nurse Anesthesia.

### **NUAN9451 (5.0 Credit Hours)**

#### *Integrated Physiology, Pathophysiology & Pharmacology for DNAP Practice I*

The first of a two course series integrating the application of advanced physiology, pharmacology, and pathophysiologic concepts to promote and improve patient safety and care in nurse anesthesia practice. Integrates the assessment and pathophysiology of human multisystem disease states with an in depth study of pharmacokinetics and pharmacodynamics. Emphasis on the organ systems: Cardiovascular, Pulmonary, and Renal.

### **NUAN9452 (5.0 Credit Hours)**

#### *Integrated Physiology, Pathophysiology & Pharmacology for DNAP Practice II*

The second of a two course series integrating the application of advanced physiology, pharmacology, and pathophysiologic concepts to promote and improve patient safety and care in nurse anesthesia practice. Integrates the assessment and pathophysiology of human multisystem disease states with an in depth study of pharmacokinetics and pharmacodynamics. Emphasis on the organ systems: Neurological, Hepatic, and Endocrine.

### **NUAN9433 (3.0 Credit Hours)**

#### *Critical Illness and Anesthesia Care Across the Lifespan*

In-depth analysis of critical illness and effects on anesthesia management care and patient outcomes. Topics of study to include anesthesia management of critically ill patients across the lifespan.

### **NUAN9434 (3.0 Credit Hours)**

#### *Clinical Application of Advanced Anesthesia Concepts*

Integration and application of knowledge of pharmacology, physiology, pathophysiology, evidence based practice, and ethical decision making to determine and evaluate therapeutic anesthesia interventions and management. Continuation of the Capstone Project and movement toward Capstone completion.



## **NUAN9429 (2.0 Credit Hours)**

### *Capstone Completion*

Focuses on assessment, synthesis and in-depth analysis of a clinical problem or topic pertinent to anesthesia care and/or patient outcomes to be presented as a scholarly work. Culminates in a comprehensive written paper appropriate for publishing.

## **NUM700 (3.0 credit hours)**

### *Fundamentals in the Primary Care of Women*

This course focuses on the integration of primary care into midwifery practice in women's health care settings including the management of common health problems in pregnant and non-pregnant women. Utilizing principles of health promotion and disease prevention within the midwifery model of care, the course provides the learner with knowledge and skills for primary care of women across the adult life span.

## **NUM701 (3.0 credit hours)**

### *Introduction to the Role of the Nurse Midwife*

This course surveys the historical and social literature of midwifery nursing and medicine in the context of the care of women and infants. Development of midwifery and the professional organization are analyzed and interpreted. Development of the midwife and nurse-midwife are examined in relation to societal, economic, and political issues involved in health care systems. Dynamics that affect the medical and midwifery models of care will be discussed to provide critical understanding of women's health care in America.

## **NUM702 (3.0 credit hours)**

### *Midwifery Care of Pregnant Women*

Students learn how to manage the pregnancy of healthy women across a wide range of cultural and socioeconomic backgrounds. They also review complications of pregnancy, including pharmacologic and non-pharmacologic therapies and the use of technology. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy.

## **NUM703 (3.0 credit hours)**

### *Midwifery Antepartum Care*

During this course students begin to focus on the clinical care of the childbearing woman during labor and delivery. Midwifery management recognizes pregnancy and birth as a normal physiologic and developmental process. Management includes non-intervention in the absence of complications as well as selected intrapartum complications and emergencies. A variety of evidence supporting management decisions is critically examined, including published research, standards of care, and risk management principles.

## **NUM704 (3.0 credit hours)**

### *Midwifery Care of the Mother and Newborn*

During this course students will apply the midwifery management process as the organizing framework for clinical practice. Upon completion of this course, the student will begin to manage the care of women during the intrapartum and postpartum periods and to provide primary care of newborns using the midwifery management process.

## **NUM705 (4.0 credit hours)**

### *Advanced Midwifery Care of the Mother and Newborn*

This course prepares the student to assume professional roles and responsibilities in the care of normal intra-partial and post-partial women and those with common health pattern variations pertaining to at-risk women in parturition and postpartum; normal and at-risk neonates. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during the parturition and

postpartum period and the neonate. Research related to normal and at-risk patient anatomical systems is applied.

### **NUM706 (3.0 credit hours)**

#### *Fundamentals of Women's Health*

This course focuses on complex issues in gynecologic care of women. Pathophysiology, diagnosis, and management of gynecologic conditions are the focus of this course. The midwifery role in collaborative management and appropriate referral will be the basis of course discussions and assignments. In the online setting, students will build on their knowledge of well-woman gynecological care and skills to include a wide scope of ages, psycho-social needs, and specific acute and chronic health issues, as well as the need for specialized procedures and case management.

### **NUM710 (1.0 credit hour)**

#### *Foundational Skills for Advanced Clinical Practice*

This course expands on the foundations of women's health care. The midwifery management process continues to be the organizing framework for clinical practice in well-woman gynecology and care of the pregnant woman. Evidence-based care processes are considered within the midwifery management process. Topics include women's reproductive anatomy, physiology and pathophysiology, and common variations experienced by the woman with a healthy pregnancy and during normal life processes.

### **NUM711 (1.0 credit hour)**

#### *Fundamental Skills for Midwifery Care*

Introduces the professional role of the nurse midwife including the management process, the nursing process, use of wellness and health paradigms, and nurse midwife communication best practices.

### **NUM712 (3.0 credit hours)**

#### *Fundamentals of Independent Midwifery Practice*

Emphasis is on the independent management of healthy women's health care needs. Collaborative care and referral to medical management are expanded upon. Management approaches for selected women's health care scenarios are taken up, including well-woman gynecologic care, sexually transmitted infections, contraceptive methods, preconception care, and preparation for childbirth and breastfeeding. Pharmacologic agents and prescribing responsibilities used in the management of well-woman care, preconception, and pregnancy are considered throughout the course.

### **NUM713 (3.0 credit hours) Residency I**

#### *Midwifery Care Experience I (135 clinical hours)*

The course encompasses supervised clinical practice in the midwifery management of women needing prenatal care, routine primary care, care for common gynecologic problems, or contraception. An on-campus intensive prepares students for this clinical course and includes an introduction to microscopy skills; contraceptive techniques; and sensitive, thorough pelvic examination skills. Didactic components of the course consider issues in clinical practice management, career strategies, and professional ethics and accountability. Prerequisites: Completion of all nonclinical courses

### **NUM714 (3.0 credit hours)**

#### *Midwifery Care Experience II (135 clinical hours)*

This course guides the learner in a comprehensive synthesis of the skills and knowledge base acquired throughout the program's core clinical courses and graduate core courses. With a supervising Certified Nurse Midwife (CNM) preceptor, the learner functions as a full-scope midwife in a women's health clinical setting. Learners will demonstrate their ability and readiness to assume the role and professional responsibilities of the beginning-level CNM. Prerequisite: Midwifery Care Experience I

### **NUM715 (3.0 credit hours)**

#### *Midwifery Care Experience III (135 clinical hours)*

Clinical experience focuses on assessment and management of women during the birthing process, with the aim of development of critical thinking, specialized hand skills, and management of normal as well as emergent situations. Application of evidence-based practice is imbedded throughout the course. Birth settings that may be used include home, out-of-hospital birth centers, and hospital labor and delivery suites. Additionally, adaptation of management strategies to low- and high-resource settings is explored. Newborn resuscitation techniques, as well as management of the normal newborn from birth to 4 weeks of age, are integrated into the course. Prerequisites: Midwifery Care Experience I and II

### **NUM716 (3.0 credit hours)**

#### *Midwifery Care Experience IV (135 clinical hours)*

This course will provide students with the opportunity to apply concepts of complex antepartum and gynecologic conditions and advanced women's health procedures, and to continue to gain experience in primary care of women in the ambulatory setting. Psycho-motor skills include physical assessment skills specific to midwifery care of pregnant women with complex antepartum, gynecologic, and primary care conditions. Emphasis is on growing independent midwifery management of the woman with complex antepartum conditions, and appropriate decision-making concerning collaborative care and referral to medical management. Knowledge of appropriate prescribing of pharmaco-therapeutic agents is applied.

Prerequisites: Midwifery Care Experience I, II, and III

### **NUM717 (3.0 credit hours)**

#### *Midwifery Care Experience V (135 clinical hours): Residency II*

This course guides the learner in comprehensive synthesis of the skills and knowledge base acquired throughout the program's core clinical courses and graduate core courses. With a supervising CNM preceptor, the learner functions as a full-scope midwife in a women's health clinical setting. Learners will demonstrate their ability and readiness to assume the role and professional responsibilities of the beginning-level CNM. Prerequisites: Midwifery Care Experience I, II, III, and IV

### **NUM720 (1.0 credit hours)**

#### *Midwifery Final Comprehensive Exam Review*

During this course a comprehensive review of the knowledge, skills and competency requirements for the CNM certification are discussed. On site work includes a final exam to assess the learner's ability to successfully pass the national certification exam of the American Midwifery Certification Board (AMCB).

Prerequisites: Completion of all didactic and clinical courses

### **NUR501 (3.0 credit hours)**

#### *Leadership and Professional Development in Nursing*

This course introduces students to caring scholarly nursing practice and professional role development. It compares and contrasts advanced generalist practice and advanced practice nursing in academia, organizations, government and other settings. Students will construct a customized career trajectory for focused program study. Explores a variety of nursing career paths to enable students to develop goals and plan for professional progression after graduation. (Program co-requisite.)

### **NUR502 (3.0 credit hours)**

#### *Nursing Theory for Research and Nursing Practice*

This course focuses on the philosophical and theoretical foundations for advanced practice nurses, provides an overview of the development and relationship of nursing theory, research and practice. Students will examine the process by which theory and research is critically appraised and translated into evidence-based practice. The course appraises research for outcomes relevant to contemporary

nurse situations. Course provides a foundation to design the final capstone project. Co-requisite: NUR501

### **NUR510 (3.0 credit hours)**

#### *Health Promotion and Disease Prevention*

The course focus is to reinforce preventative health practices which proactively prevent illness and disease. Explores contemporary health initiatives aimed at promoting healthy populations and the elimination of health disparities. Examines disease prevalence found in specific racial and ethnic groups. Supports developing population based and/ or work based prevention projects leading to improved health outcomes. Pre-requisite: NUR500 or NUR501 or admission to the RN-BSN-MSN program

### **NUR520 (3.0 credit hours)**

#### *Health Systems, Policy and Resource Management*

This course combines the study of contemporary health care policies, finance, and health care systems; exploring key stakeholder's roles in health care, including initiatives aimed at improving quality and patient safety in the healthcare environment. Theory is integrated to provide a scientific foundation to assess, implement, and evaluate quality and safety in healthcare settings. Students will defend, appraise, and critique current health care reform initiatives. The course will provide an opportunity to interpret divergent views for equitable healthcare access for all members of society. Pre-requisite: NUR501

### **NUR540 (3.0 credit hours)**

#### *Human Diversity, Global Health, and Social Issues*

The course examines and explores human diversity, cultural differences, and ways to incorporate culturally responsive care in today's healthcare practice settings. Exploration of global health, social issues, and identified health disparities will be integrated to empower students to advocate for best transcultural nursing practices. Transformational learning is facilitated for synthesis of caring and transcultural nursing theories leading to reflective professional practice. Co-requisite: NUR501

### **NUR602 (3.0 credit hours)**

#### *Primary Health Care of the Family I*

This course prepares the student to become a provider of primary health care to families of young adults, adults, and older adults across health care settings. The primary focus of the course is on the application of theoretical principles, assessment skills, critical thinking, evidenced-based practice guidelines, and comprehensive treatment programs for young, middle, and older adults with high-prevalence illnesses including ear, nose, throat disorders, pulmonary disorders, cardiac disorders, gastrointestinal disorders, and genetic disorders. Pre-requisite: NUR501, NUR502, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR602A

### **NUR602A (2.0 credit hours/120 clinical hours)**

#### *Primary Health Care of the Family I Practicum*

This course focuses on the application of knowledge gained in the classroom from the co-requisite course, Adult Health One Primary Care. Screenings, health maintenance, and management of health problems in young adults, adults, older adults and their families will make-up the clinical experiences of this course. Pre-requisites: NUR501, NUR502, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR602

### **NUR603 (3.0 credit hours)**

#### *Primary Health Care of the Family II*

This course prepares the student to become a provider of primary health care to families of young adults, adults, and older adults across health care settings. The primary focus of the course is on the application of theoretical principles, assessment skills, critical thinking, evidenced-based practice guidelines, and comprehensive treatment programs for young, middle, and older adults with high-

prevalence illnesses including musculoskeletal disorders, neurological disorders, hematological disorders, rheumatic disorders, oncology illnesses, and mental health disorders. Students will gain expertise as an educator, patient advocate, and change agent. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR603A

### **NUR603A (2.0 credit hours/120 clinical hours)**

#### *Primary Health Care of the Family II Practicum*

This course focuses on the application of knowledge gained in the classroom from the co-requisite course, Primary Health Care of the Family II. Screenings, health maintenance, and management of health problems in young adults, adults, older adults and their families will make-up the clinical experiences of this course. Students will gain expertise as an educator, patient advocate and change agent. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR603

### **NUR604 (2.0 credit hours)**

#### *Primary Health Care of the Family III*

The course focus is on the care of families of children and adolescents with common acute and behavior problems. Course content focuses on health promotion, illness prevention, and the treatment of episodic problems from infancy through adolescence in primary care. Clinical management, available resources for patients, and the impact of illness on families are highlighted. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR640, NUR650, NUR661, NUR670, NUR671. Co-requisite: NUR604A

### **NUR604A (1.0 credit hours/60 clinical hours)**

#### *Primary Health Care of the Family III Practicum*

This course focuses on the application of knowledge gained in the classroom from the co-requisite course, Primary Care of the Family III. Using a family-centered care approach, students experience well-child visits, age-appropriate screenings with anticipatory guidance, and the management of common, acute pediatric injuries and illnesses (including behavioral problems) during this clinical practicum. Students will examine pediatric conditions that warrant further evaluation outside of their primary care scope of practice. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR604

### **NUR605 (2.0 credit hours)**

#### *Primary Health Care of the Family IV*

This course presents the management of common episodic and chronic health problems in women. Students will incorporate the patient and family developmental stage, psychosocial strengths, lifestyle variations, environmental stresses, cultural diversity and the available resources of the patient and the family in their approach to this population. Critical analysis of these problems will form the foundation for advanced practice nursing intervention and health promotion. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR604, NUR604A, NUR640, NUR650, NUR660, NUR661, NUR670, NUR671. Co-requisite: NUR605A

### **NUR605A (1.0 credit hours/60 clinical hours)**

#### *Primary Health Care of the Family IV Practicum*

This course focuses on the application of knowledge gained in the classroom from the co-requisite course Primary Care of the Family IV. Clinical experiences for this course will include screenings, health maintenance, health promotion and management of common health problems in females across the lifespan. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR604, NUR604A, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR605

### **NUR640 (3.0 credit hours)**

#### *Behavioral Health Across the Lifespan*

This course centers on common behavioral health issues and counseling strategies relevant in the primary care setting. Assessment and management of behavioral, developmental, and lifestyle issues across the lifespan and in culturally/spiritually diverse populations are emphasized. Individual and family intervention strategies are presented. Prerequisite: NUR501

### **NUR650 (3.0 credit hours)**

#### *Advanced Pathophysiology for Practice*

This course explores the etiology, pathogenesis, and clinical manifestations of specific disease manifestations to advance existing knowledge of pathophysiologic processes underlying human illness. Students will gain a deeper understanding of the mechanisms of physiological changes associated with altered health status. It is intended to facilitate an understanding of the consequences of the pathologic processes on the structure and function of the human body relevant to nursing practice. The course of study is designed to review the most current knowledge of pathophysiology and strengthen student's knowledge of advanced physiological concepts. Prerequisite: NUR501

### **NUR661 (3.0 credit hours)**

#### *Principles of Pharmacology for Advanced Practice II*

This course is designed to provide students with the foundation of advanced pharmacology and with the knowledge that is required for rational drug selection and safe patient monitoring. Ethno-pharmacology, pharmacogenetics, pharmacoconomics and complimentary alternative therapies are highlighted and the pharmacokinetics, pharmacodynamics and pharmacotherapeutics for specific drug classes are examined and explores the use of medications from a disease process format, including the pathophysiology of common illnesses seen in primary care and the goals of treatment. Special consideration is given to the management of age related variables (patients across the lifespan), to gender variables, and to the treatment of pain. Legal and professional issues for the advanced practice nurse as prescriber are incorporated. Pre-requisites: NUR501, NUR650

### **NUR671 (3.0 credit hours)**

#### *Advanced Health Assessment and Diagnostic Reasoning*

The course focuses on symptom analysis and the integration of findings from the health history, physical examination and from diagnostic studies to develop differential diagnoses and care management plans for patients across the lifespan. Students will develop these skills through problem based learning by analyzing and discussing/presenting clinical case studies. Students prepare for their clinical practice in the clinical simulation environment to learn advanced practice, technical clinical skills. Students' history and physical examination skills are evaluated in objective structured clinical examinations prior to starting clinical practice. Pre-requisites: NUR501, NUR640, NUR650, NUR661, NUR670

### **NUR680 (3.0 credit hours)**

#### *Research for Evidence Based Practice and Outcome Management*

This course focuses on application of research principles and planning to integrate best research evidence, including patient directed clinical decision making. Students will complete CITI certification, develop a topic of interest, critique research, and apply principals of qualitative and quantitative scholarly inquiry. Pre-requisite: NUR501

### **NUR690 (3.0 credit hours)**

#### *Translating Research into Practice: Outcomes Management*

Students will synthesize all prior Masters level coursework culminating in the planning, development and completion of an evidenced-based project of choice. The course will assist

students to identify opportunities for improvement in their clinical practice setting. Students will implement an outcomes-based project incorporating a review of current data, best practices in other settings, and current evidence from the literature. Course assignments include a scholarly paper and poster suitable for professional presentation. Prerequisite NUR680

### **NUR691 (3.0 credit hours)**

#### *Family Nurse Practitioner Integration*

This course is the final synthesis and integration of advanced practice nursing knowledge (theoretical and clinical) in the primary care management of individuals and families across the lifespan. Business practice, entry into the work-force as an Advanced Practice Nurse and preparation for certification examination are highlighted. Summative evaluation of students' cognitive and psychomotor skills will occur in clinically simulated environments. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR604, NUR604A, NUR605, NUR605A, NUR640, NUR650, NUR661, and NUR671. Taken in the last term of enrollment. Co-requisite: NUR691A.

### **NUR691A (3.0 credit hours/150 credit hours)**

#### *Family Nurse Practitioner Integration Practicum*

Students function at an independent level in collaboration with their preceptor through their final clinical experiences with patients across the lifespan, in preparation for the responsibilities of the entry level family nurse practitioner. NUR501, NUR502, NUR602, NUR 602A, NUR603, NUR603A, NUR604, NUR604A, NUR605, NUR605A, NUR640, NUR650, NUR661, and NUR671. Taken in the last term of enrollment. Co-requisite: NUR691

### **NUR700 (3.0 credit hours)**

#### *Introduction to Doctor of Nursing Practice & DNP Project*

This course introduces students to the Doctor of Nursing Practice (DNP) program and prepares them for transition to the highest level of nursing practice. Students will examine and evaluate the various roles of the DNP-prepared nurse including independent clinical practice, administration, and systems/organizational leadership. They will analyze the concepts and competencies that provide the essential framework for DNP education and practice. During this course, students will begin preparation for their evidence-based DNP Project.

### **NUR701 (3.0 credit hours)**

#### *Advocacy, Leadership, & Ethics in Advanced Practice*

This course prepares students to promote change using advanced knowledge of the political process as it applies to community, governmental, and organizational systems. Students will learn to enact leadership, critical thinking, and advanced communication skills to improve health outcomes as they advocate for social justice, equity, and ethical policies within all healthcare arenas. The principles of ethics and effective strategies for managing ethical dilemmas inherent in patient care, health care organizations, and research will be examined. Pre-requisite: NUR700

### **NUR702 (3.0 credit hours)**

#### *Scientific Underpinnings of Evidence-based Practice*

This course prepares students to integrate nursing science with knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice. Students will use evidence-based theories and concepts from nursing and other disciplines to study health care delivery phenomena and their outcomes. Analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for high quality practice will be examined. Pre-requisite: NUR700

### **NUR703 (3.0 credit hours)**

#### *Epidemiology and Biostatistics in Health Care*

This course prepares students to evaluate disease states, outcomes, and prevention methods using epidemiologic principles. Students will learn concepts and utilization of descriptive and inferential statistics for evidence-based practice to evaluate outcomes of interprofessional practice, practice patterns, and systems of care. This will enable them to utilize information systems to appraise quality improvement methodologies and interpret research to promote safe, timely, effective, efficient, equitable, and patient-centered care.

### **NUR704 (3.0 credit hours)**

#### *Organizational Management, Quality, & Safety*

This course introduces students to the concepts of practice and organizational management. Students will explore diverse health care organizational cultures and analyze the impact of practice policies on population health outcomes. They will be prepared to lead in the development and implementation of effective practice-level and/or system-wide initiatives that will improve the quality and safety of health care delivery for the populations they serve. Pre- prerequisite: NUR700

### **NUR705 (3.0 credit hours)**

#### *Information Management in Evidence-based Practice*

This course prepares students to provide leadership in the selection, use, and evaluation of patient, consumer, and organizational information technology systems as they relate to programs of care, outcomes of care, and care systems. Students will demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and other large databases. They will be prepared to lead in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information technology, communication networks, and patient care technology. Pre-requisite: NUR700

### **NUR706 (3.0 credit hours)**

#### *Economics & Business Planning for Advanced Practice*

This course focuses on the principles of health care economics and finance and their effects on global, national, state, and local health care systems and organizations. Students will learn to employ business, finance, economic, and organizational science to lead practice management efforts, and develop business plans for independent and/or organizational practice. They will be able to evaluate the cost-effectiveness of care and design realistic budget(s) for practice-level or system-wide initiatives. Pre-requisite: NUR700

### **NUR711 (3.0 credit hours)**

#### *Adult Teaching and Learning*

This course provides the foundation for education of adult students, who have unique learning and intelligence styles. State of the art teaching techniques and educational tools that encourage active learning will be examined. Students will learn to design lesson plans, create objective measures of student achievement, and provide affirmative environments for learning.

\*It is recommended that graduates of practice-focused nursing programs who aspire to hold a faculty position have additional preparation in the educator role, such a post-Master's nurse educator certificate program.

### **NUR712 (3.0 credit hours)**

#### *Acute and Emergent Health Problems*

This course prepares students with advanced knowledge of acute physical conditions, including newly emerging disorders that have the potential to affect patients in the U.S. Topics will include surveillance, evaluation, and treatment of vector, water, and food borne infections, vaccine-preventable conditions, and microbial illnesses.



## **NUR713 (3.0 credit hours)**

### *Health Care Administration*

This course prepares students in advanced areas of finance, technology, marketing, human resources, and project management relevant to administrators working in health care entities. Students will gain an understanding of required health care administration competencies including leadership, communication/relationship management, professionalism, business knowledge and skills, and knowledge of the health care environment.

## **NUR801 (1.0 credit hour)**

### *DNP Project I: Topic & Literature Review*

Students in this course will choose the topic and format of their DNP Project. Each student will work with faculty to form a DNP Project team. The DNP project may take many forms depending on each student's specialized area of practice and interest, in addition to community and organizational needs in the student's geographical area. The student will conduct a critical review of literature relevant to the proposed project, and begin writing the DNP Project Paper. Pre- requisite: NUR700

## **NUR801A (2.0 credit hours)**

### *DNP Clinical Practice I*

This course will provide students with the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate the leadership, communication, and team practice capabilities that are critical to advanced nursing practice, within 120 clinical hours (15 hours per week). Meaningful student engagement will occur, allowing the student to build and assimilate knowledge for advanced nursing practice at a high level of complexity. During this course students will work with a preceptor in an organizational setting who will provide in-depth mentorship. Co- requisite: NUR801

## **NUR802 (1.0 credit hour)**

### *DNP Project II: Methodology & IRB Submission*

This course focuses on developing an appropriate methodology for the DNP Project. A proposal delineating the project problem/issue, conceptual framework, and methodology will be presented to the DNP Proposal Review Committee to ensure that the proposed project meets expected requirements, scope, and focus. Students will continue writing the DNP Project Paper. Pre- requisite: NUR801

## **NUR802A (2.0 credit hours)**

### *DNP Clinical Practice II*

This course will provide students with the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate the leadership, communication, and team practice capabilities that are critical to advanced nursing practice, within 120 clinical hours (15 hours per week). Meaningful student engagement will occur, allowing the student to build and assimilate knowledge for advanced nursing practice at a high level of complexity. During this course students will work with a preceptor in a community setting who will provide in-depth mentorship. Co- requisite: NUR802

## **NUR803 (1.0 credit hour)**

### *DNP Project III: Implementation*

During this course students will work with practice mentors to implement their planned DNP projects, and collect and analyze relevant data within 60 clinical hours (7.5 hours per week). Students will continue writing the DNP Project Paper. Pre-requisite: NUR802

## **NUR803A (2.0 credit hours)**

### *DNP Clinical Practice III*

This course will provide students with the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate the leadership, communication, and team practice capabilities that are critical to advanced nursing practice, within 120 clinical hours (15 hours per week).

Meaningful student engagement will occur, allowing the student to build and assimilate knowledge for advanced nursing practice at a high level of complexity. During this course students will work with a preceptor in a team project setting who will provide in-depth mentorship. Co- requisite: NUR803

### **NUR804 (1.0 credit hour)**

#### *DNP Project IV: Evaluation of Outcomes & Dissemination*

This final DNP Project course will include both evidence-based evaluation of DNP Project results and dissemination of the Project. Dissemination may take many forms, including webinar/video presentation, poster or podium presentation, executive summary to stakeholders, publication in print or online media, or grand rounds. Students will complete the DNP Project Paper during this course. Pre-requisite: NUR803

### **NUR804A (2.0 credit hours)**

#### *DNP Clinical Practice IV*

This course will provide students with the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate the leadership, communication, and team practice capabilities that are critical to advanced nursing practice, within 120 clinical hours (15 hours per week). Meaningful student engagement will occur, allowing the student to build and assimilate knowledge for advanced nursing practice at a high level of complexity. During this course students will work with a preceptor in their area of greatest interest; this may be a preceptor from a previous Practice Immersion course. Co-requisite: NUR804

### **OTH3000 (4.0 credit hours)**

#### *Foundations of Occupational Therapy*

This course presents the functions, development and professional ethics, values and responsibilities of the profession. History, concepts, trends, and current practices of the profession and types of employment in various health care systems are discussed. Prerequisite: Admission to the MSOT program. OTH3000 may be taken concurrently with up to two (2) co- requisite courses

### **OTH3036 (3.0 credit hours)**

#### *Occupational Perspectives on Health*

This course introduces students to health from an occupational perspective. The potential places of occupation-based initiatives in public health are discussed. The course discusses a different way to understand health in the light of how, what, and why people spend time and effort in “doing, being, and becoming” through engagement in occupations. The course explores the relationship between occupation, health, illness, and health care, the potential importance to public health of these relationships, and how this should be addressed by occupational therapists. Prerequisite: Admission to the MSOT program. OTH3036 may be taken concurrently with up to two (2) co- requisite courses

### **OTH4517 (3.0 credit hours)**

#### *Health Care Management*

In this course students are introduced to historical and current perspectives of management. This course familiarizes students with managerial skills in occupational therapy, evaluation of occupational therapy delivery systems, strategies planning, and financial planning and management. Prerequisite: Admission to the MSOT program. OTH4517 must be taken concurrently with OTH4758 and in addition all pre-requisite/co-requisite courses must be completed.

### **OTH4758 (3.0 credit hours)**

#### *Life Balance: Multidisciplinary Theories & Research*

In this course students have the opportunity to learn about the importance of balance in life. The students learn and analyze life balance from different perspectives, learned concepts of how to measure life balance, conceptualize life balance, learn how to help special populations to balance their lives, and address the needs for future research on life balance. Prerequisite: Admission to the MSOT

program. OTH4758 must be taken concurrently with OTH4517 and in addition all pre- requisite/co-requisite courses must be completed.

### **OTH4716 (3.0 credit hours)**

#### *Leadership in Occupational Therapy*

This course builds on OTH4517 Health Care Management. Students learn concepts of development of management, leadership, and consultation roles for occupational therapy services. This course provides an in-depth overview of the management functions necessary for the occupational therapist. Topics include: management styles, team building and conflict resolution, organizational systems, budgeting, reimbursement, facility design, clinic maintenance, human resources, staffing patterns, policies and procedures, marketing, needs assessment, risk management, and program evaluation. OTH4716 must be taken concurrently with OTH4759. Prerequisites: OTH3000: OTH3036; OTH4517, OTH4758

### **OTH4759 (4.0 credit hours)**

#### *Evidence Based Approaches in Occupational Therapy*

This course allows students to analyze available research in occupational therapy and related fields to further develop critical thinking, writing skills, and ethical research practices. Students explore and select a scholarly research project topic. OTH4759 must be taken concurrently with OTH4716. Prerequisites: OTH3000: OTH3036; OTH4517, OTH4758

### **OTH5243 (4.0 credit hours)**

#### *Functional Human Motion*

This course is a study of the musculoskeletal system with special emphasis on body mechanics and the mechanical principles of human motion. Labs include practice and demonstration of the ability to perform range of motion measurements with goniometers and test muscle strength through manual muscle testing. OTH5243 must be taken concurrently with OTH5445. Prerequisites: OTH3000: OTH3036; OTH4517; and OTH4758

### **OTH5445 (3.0 credit hours)**

#### *Assistive Technology in Occupational Therapy*

Students are introduced to and learn the uses of technology and engineering to foster independent living through assistive devices, environmental modification, and architectural designs. Students explore how the non-human environment impacts sensory processing, cognitive functioning, perception, interpersonal processes and mobility, as well as how environmental adaptations and assistive technologies help to compensate for disability and enhance functional performance. This course offers an examination of the role of the occupational therapist within the context of use of technology as it impacts activities of daily living. Students learn to design, evaluate and select safe and effective assistive technologies to assist with the components of self- care, work and leisure performance areas. It is designed to provide a basic understanding of various types of technologies, user populations and environments. OTH5445 must be taken concurrently with OTH5243. Prerequisites: OTH3000: OTH3036; OTH4517; and OTH4758

### **OTH5245 (4.0 credit hours)**

#### *Neuroanatomy for Occupational Therapy*

The focus of this course involves a study of the development, structure and function of the human nervous system. This course examines the central, autonomic, and peripheral nervous system from an anatomical and physiological perspective as it relates to human performance. OTH5245 must be taken concurrently with OTH5352. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4758; OTH4716; OTH4759; OTH5243; and OTH5445

## **OTH5352 (4.0 credit hours)**

### *Occupational Therapy Process: Mental Health*

This course provides students with a comprehensive foundation for the practice in occupational therapy for persons with mental health problems. This course is designed to provide students with the tools and knowledge needed for clinical reasoning in the selection of assessments and treatments for individuals with cognitive and neuropsychiatric disorders. In this course emphasis will be placed on mental health treatment and prevention services for children, youth, the aging, and those with severe and persistent mental illness. OTH5352 must be taken concurrently with OTH5245. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4758; OTH4716; OTH4759; OTH5243; and OTH5445

## **OTH5428 (4.0 credit hours)**

### *Occupational Therapy Process: Physical Disabilities*

This course focuses on assessment, treatment planning, intervention, documentation, and discharge planning processes associated with adult orthopedic and neuro-rehabilitation. Relevant theories, models, and frames of reference associated with adult rehabilitation are discussed and applied. This course emphasizes outcomes assessment and ethical decision-making. OTH5428 must be taken concurrently with OTH5853. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4758; OTH4716; OTH4759; OTH5243; and OTH5445

## **OTH5853 (3.0 credit hours)**

### *Fieldwork I, Part I (Adults)*

This course involves fieldwork placement in a clinical or community setting. Students observe clinical practice and develop clinical skills under the supervision of an occupational therapy practitioner. Documentation skills are further refined. OTH5853 must be taken concurrently with OTH5428. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4758; OTH4716; OTH4759; OTH5243; and OTH5445

## **OTH5604 (4.0 credit hours)**

### *Occupational Therapy Process: Geriatric*

This course focuses on the assessment, treatment planning, intervention, documentation, and discharge planning processes associated with older adult orthopedic and neuro-rehabilitation. Relevant theories, models, and frames of reference associated with older adult rehabilitation are discussed and applied. This course emphasizes outcomes assessment and ethical decision-making. OTH5604 must be taken concurrently with OTH5519. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4758; OTH4716; OTH4759; OTH5243; OTH5445; OTH5245; OTH5352; OTH5428, and OTH5853

## **OTH5519 (4.0 credit hours)**

### *Occupational Therapy Process: Pediatric*

This course introduces students to evidence-based evaluations and interventions for children and their families in school-based, hospital, rehabilitation-based settings, and community-based practice locations. This course emphasizes outcomes assessments and ethical decision-making. OTH5519 must be taken concurrently with OTH5604. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4758; OTH4716; OTH4759; OTH5243; OTH5445; OTH5245; OTH5352; OTH5428, and OTH5853

## **OTH5854 (3.0 credit hours)**

### *Fieldwork I, Part II (Pediatric/Adolescent)*

This course involves fieldwork placement in a clinical or community setting. Students observe clinical practice and develop clinical skills under the supervision of an occupational therapy practitioner. Documentation skills are further refined. OTH5854 must be taken concurrently with OTH6770. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4758; OTH4716; OTH4759; OTH5243; OTH5445; OTH5245; OTH5352; OTH5428, and OTH5853

## **OTH6770 (2.0 credit hours)**

### *Applied Research in Occupational Therapy*

The purpose of this course is to familiarize students with integral components of research, data collection, and research writing.

OTH6770 must be taken concurrently with OTH5854. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4758; OTH4716; OTH4759; OTH5243; OTH5445; OTH5245; OTH5352; OTH5428, and OTH5853

## **OTH6937 (1.0 credit hour)**

### *Fieldwork Seminar I*

Students participate in online discussions with faculty and each other to address all their needs in relation to Fieldwork II, Part I and to compare and contrast their various learning experiences. OTH6937 must be taken concurrently with OTH6941. All courses from previous semesters must be successfully completed prior to enrolling in OTH6937 and OTH6941

## **OTH6938 (1.0 credit hour)**

### *Fieldwork Seminar II*

Students participate in online discussions with faculty and each other to address all their needs in relation to Fieldwork II, Part II and to compare and contrast their various learning experiences. OTH6938 must be taken concurrently with OTH6942. All courses from previous semesters must be successfully completed prior to enrolling in OTH6938 and OTH6942

## **OTH6941 (6.0 credit hours)**

### *Fieldwork Level II, Part I*

The purpose of this 12-week fieldwork experience is to integrate coursework into clinical practice to ensure that students demonstrate functional development of entry-level practice skills. Students must demonstrate enhanced awareness of critical thinking and problem-solving skills in their ability to analyze and apply acquired knowledge to effect change in clients' occupational performance, in addition to the ability to modify targeted outcomes based on client needs. OTH6941 must be taken concurrently with OTH6937. All courses from previous semesters must be successfully completed prior to enrolling in OTH6941 and OTH6937

## **OTH6942 (6.0 credit hours)**

### *Fieldwork Level II, Part II*

The purpose of this 12-week fieldwork experience is to integrate coursework into clinical practice to ensure that students demonstrate functional development of entry-level practice skills. Students must demonstrate enhanced awareness of critical thinking and problem-solving skills in their ability to analyze and apply acquired knowledge to effect change in clients' occupational performance, in addition to the ability to modify targeted outcomes based on client needs. OTH6942 must be taken concurrently with OTH6938. All courses from previous semesters must be successfully completed prior to enrolling in OTH6938 and OTH6942

*All academic MSOT courses will be taken with a face-to-face component. Students will meet in a face-to-face format approximately one weekend a month (Fridays and Saturdays).*

## **PSY501 (3.0 credit hours)**

### *Psychology of Decision Making*

This class will serve as a foundational course providing advanced academic study and professional writing processes, as well as reviewing the processes involved with decision making (cognitive and emotional). Students will learn to analyze, evaluate, and give critical thought to the field of psychology as they examine current research articles, literature reviews, and experimental results. APA style guidelines will be emphasized as students develop a perspective as a scholar-practitioner.

The course will provide additional information and skills that will help the student navigate and incorporate the planning of their thesis. (Program pre-requisite)

### **PSY502 (3.0 credit hours)**

#### *History and Systems of Psychology*

This course reviews major theoretical concepts and schools of thought in the history of psychology. Specifically, the course covers the history of various psychological concepts (such as perception, memory, emotions, consciousness, self, mental illness, etc.) as interpreted by various scholars of the mind over time. A historically-informed perspective of these concepts will help students realize the subtle changes in interpreting various psychological processes and phenomena across different time periods.

### **PSY521 (3.0 credit hours)**

#### *Organizational Psychology*

This course focuses on the understanding, evaluating, and applying concepts of organizational psychology. Specific types of interventions covered include strategic planning, organizational design, culture change, team building, goal setting, and career development.

### **PSY522 (3.0 credit hours)**

#### *Human Resources Psychology*

This course focuses on the understanding, evaluating, and applying concepts of human resource psychology. Specific emphasis will be on development and evaluation of personnel selection techniques testing and psychological assessment, as well as job analysis, criterion development, and performance measurement.

### **PSY532 (3.0 credit hours)**

#### *Health Psychology*

This course explores how psychological processes and health interact. This course acquaints the student with the field of health psychology and covers such topics as psychosocial factors in disease etiology, pain and pain management, psychoneuroimmunology, coping, control, and adjustment to stress, social support and health, risk detection and prevention, health behaviors, and patient-practitioner interaction. Current research on the effective management of pain and chronic disease will be review and discussed from a psychological perspective.

### **PSY542 (3.0 credit hours)**

#### *Psychopathology*

This course covers descriptive psychopathology and research on the etiology, epidemiology, dynamics and diversity issues of major pathologic syndromes. It provides a thorough introduction to DSM as a diagnostic tool. It also covers the controversy and difficulties of using a diagnostic system.

### **PSY562 (6.0 credit hours)**

#### *Evolutionary Psychology*

This course provides a broad overview of historical and modern research and theory in evolutionary psychology and the study of the evolution of the mechanisms of the mind. Topics include mating, parenting, social exchange, and violence.

s course focuses on the understanding, evaluating, and applying concepts of testing and psychological assessment. Students will evaluate the commonly administered testing methods and their functions, while judging their effectiveness based on multicultural variables. Students will synthesize this knowledge in an understanding of the need for reliability, validity, understanding test norms, and the importance of acknowledging and practicing diverse cultural sensitivity in testing and assessment.

### **PSY690 (3.0 credit hours)**

#### *Master's Thesis, Part I*

Students will work with a faculty member in creating and conducting their own research project. A thesis is an original contribution to knowledge resulting from the systematic study of a significant problem or issue. Some students will develop their own research questions and hypotheses, study design, data collection and analysis and interpretation of results. An alternative would be to create a comprehensive review of the current state of knowledge on a specific topic. (Pre-requisites: PSY502, RSM600)

### **PSY699 (3.0 credit hours)**

#### *Master's Thesis, Part II*

Students will work with a faculty member in creating and conducting their own research project. A thesis is an original contribution to knowledge resulting from the systematic study of a significant problem or issue. Some students will develop their own research questions and hypotheses, study design, data collection and analysis and interpretation of results. An alternative would be to create a comprehensive review of the current state of knowledge on a specific topic. (Pre-requisites: PSY690)

### **PSY701 (3.0 credit hours)**

#### *Research, Ethics, and Scholarly Writing*

This class will serve as a foundational doctoral course providing advanced academic study and professional writing processes. Students will learn to analyze, evaluate, and give critical thought to the field of psychology as they examine current research articles, literature reviews and experimental results. They will learn the role of ethical standards in research and how these standards guide ethical decision making. APA style guidelines will be emphasized as students develop a perspective as a scholar-practitioner. The course will provide additional information and skills that will help the student navigate and incorporate the planning of their doctoral dissertation. (Program co-requisite)

### **PSY710 (3.0 credit hours)**

#### *Cognitive and Affective Basis of Behavior*

This course will present a review of the relationship between cognitive phenomena in research or laboratory settings and daily human cognition and affective experiences. It will explore how the structures and functions of the brain and nervous system contribute to cognitive behavior. Attention will be given to how the mind functions, perceives, attends, organizes, remembers to reason, aspects of human functioning (including emotions and moods) integrate with and influence cognitive processes. (Pre-requisite: PSY701)

### **PSY720 (3.0 credit hours)**

#### *Behavioral Neuroscience*

This course emphasizes the principles of behavioral neuroscience, stressing the methods and rationales used to acquire information and reach conclusions about brain mechanisms underlying behavior. Students will survey topics related to the biology of psychology including: the basic anatomy of the nervous system, the normal physiological functions of the nervous systems, cellular electrophysiology, behavioral disorders, and brain diseases. The course also reviews current research on the role of the biological basis of behavior. The relative contribution of heredity and environment will be examined. (Pre-requisite: PSY701)

### **PSY730 (3.0 credit hours)**

#### *Human Development*

This course is an in-depth exploration and evaluation of human development through all stages across the life-span of an individual. Students will explore and discuss contemporary empirical research findings regarding the concepts of cognitive, social, and emotional development as well as integrate the research into the various theories of development. Students will develop an understanding of

diverse developmental pathways, the processes of risk and resilience across the lifespan, and life-events and life-transitions of a human being. (Pre-requisite: PSY701; Required for Baccalaureate entry only)

### **PSY750 (3.0 credit hours)**

#### *Theories of Learning and Motivation*

Students will examine the variety of theories of human learning, focusing on using existing knowledge in motivation and learning to enhance teachers' instruction and students' learning. Emphasis will be placed on theoretical knowledge and application using current literature in the field. The course will emphasize learning, cognition, motivation, instruction, and how various theories can be implemented among diverse settings and learners. Students will analyze, discuss and give critical thought to the design of learning environments, the design and development of instruction including the role of technology, and the evaluation of learning taking biological, cultural, and contextual factors of learning into consideration. (Pre-requisite: PSY701)

### **PSY760 (3.0 credit hours)**

#### *Sociocultural Basis of Behavior*

This course is designed to explore the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Students will define, discuss, and evaluate the concepts of social psychology, its various theories, and its implications for behavior. Emerging trends and cutting edge research in the following topics will be evaluated: social aspects of self, persuasion, obedience, aggression, prejudice, stereotyping, social influence, and interpersonal attraction. (Pre-requisite: PSY701)

### **PSY770 (3.0 credit hours)**

#### *Cross-Cultural Methods of Tests and Measurements*

This course focuses on the understanding, evaluating, and applying concepts of testing and psychological assessment. Students will evaluate the commonly administered testing methods and their functions, while judging their effectiveness based on multicultural variables. Students will synthesize this knowledge in an understanding of the need for reliability, validity, understanding test norms, and the importance of acknowledging and practicing diverse cultural sensitivity in testing and assessment. (Pre-requisite: PSY701)

### **PSY780 (3.0 credit hours)**

#### *Educational Psychology*

This course examines the psychology of learning with an emphasis on both learning and instruction. The fundamental theories of learning that will be explored throughout the course are cognitive, psychosocial, behavioral, and constructivist along with a look at moral development and theories of motivation. Additionally through a review of current practices in the classroom students will come to understand how these theories relate to practice and will develop their own theory of learning that will shape their personal instructional and assessment strategies. (Pre-requisite: CES701 or PSY701)

### **PSY820 (3.0 credit hours)**

#### *Organizational Psychology*

The course reviews organizations as complex social systems with analyses of individual and group behavior in organizations and responses of organizations to their environment. Discussions will also focus on organizational theory and development, small group theory and team processes, and work motivation. (Pre-requisite: PSY701)

### **PSY821 (3.0 credit hours)**

#### *Personnel Psychology*

This course examines the identification, measurement, and development of individual differences, and job systems related to individual differences within organizations to improve job performance and



satisfaction. Topics include job analysis, criterion development, personnel selection, training, health and stress in organizations, and performance evaluation. (Pre-requisite: PSY701)

### **PSY822 (3.0 credit hours)**

#### *Interventions in Social Systems*

This course includes the study of various social technologies of intervention, and the evaluation of these methods. Discussion will focus on training and evaluation, work motivation, human performance, human factors, and social communication within an organization. (Pre-requisite: PSY701)

### **PSY823 (3.0 credit hours)**

#### *Organizational Applications*

This course examines major ideas, assumptions, and technologies in organizational psychology. Discussions will focus on the implementation and utilization of personnel technologies, judgment and decision making, consumer behavior, human performance, leadership and management, and selected current topics. (Pre-requisite: PSY701)

### **PSY824 (3.0 credit hours)**

#### *Testing and Assessment in Organizations*

This course provides students with an in-depth study of measurement theory and the tests used in organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (Pre-requisite: PSY701)

### **RSM551 (3.0 credit hours)**

#### *Action Research I*

The purpose and role of the research experience is studied. The research process, sampling strategies, and ethics are considered. Designs studied are: non-experimental, pre-experimental, true-experimental, quasi-experimental, single subject, and qualitative.

### **RSM600 (3.0 credit hours)**

#### *Quantitative Research*

Quantitative Research I is a course in applied statistics introducing students to descriptive and inferential statistics for thesis research. Application of statistical tools and methods will be emphasized. Statistical tools covered will be measures of central tendency and variability, probability, randomization, normal distribution, t-distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. Application to real-life and research based paradigms is made so students can become adept at interpreting empirical findings and develop the skills necessary to complete original research. (Pre-requisite: RSM602)

### **RSM602 (3.0 credit hours)**

#### *Research Design*

This course will focus on the theoretical, methodological, and analytic issues found in various approaches to research in psychology. Specifically this course will provide students the core skills and understanding needed to be able to analyze a research problem choose the best research methodology and design research. Ethical issues related to both conducting research and the publication of the research results. The course will involve application and synthesizing of information through analysis of research across methodologies and through the development of research plans.

### **RSM610 (3.0 credit hours)**

#### *Research and Program Evaluation*

This course provides students with a foundation in the concepts and techniques of hypothesis testing, research design, and analysis as used in counseling research and program design.

Students will gain an understanding of qualitative, quantitative, and mixed-methods approaches to research and evaluation, as well as the strengths and limitations of each method. Students will explore the history and theory underlying program evaluation, approaches to evaluation, and techniques used to perform the evaluation and demonstrate program effectiveness.

### **RSM611 (3.0 credit hours)**

#### *Action Research II*

This course is the culminating experience for the master's programs. It allows students to engage in a research project within their professional area. Under the supervision of a faculty mentor, students will select an area of interest, identify a problem, and design a graduate-level research project geared toward developing an in-depth understanding of the topic. Projects should be geared toward the degree outcomes. Prior approval is required for a student to enroll in this class.

### **RSM700 (3.0 credit hours)**

#### *Quantitative Research I*

Quantitative Research I is a course in applied statistics introducing doctoral students to descriptive and inferential statistics for doctoral level research. Application of statistical tools and methods will be emphasized. Statistical tools covered will be measures of central tendency and variability, probability, randomization, normal distribution, t-distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. Application to real-life and research based paradigms is made so students can become adept at interpreting empirical findings and develop the skills necessary to complete original research.

### **RSM701 (3.0 credit hours)**

#### *Quantitative Research I*

Quantitative Research I is a course in applied statistics introducing doctoral students to descriptive and inferential statistics for doctoral level research. Application of statistical tools and methods will be emphasized. Statistical tools covered will be measures of central tendency and variability, probability, randomization, normal distribution, t-distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. Application to real-life and research based paradigms is made so students can become adept at interpreting empirical findings and develop the skills necessary to complete original research.

### **RSM702 (3.0 credit hours)**

#### *Research Design and Qualitative Methods*

This course will focus on the theoretical, methodological, and analytic issues found in various approaches to research in psychology. Specifically this course will provide students the core skills and understanding needed to be able to analyze a research problem choose the best research methodology and design research at that doctoral level. Qualitative and mixed method research designs will be evaluated along with an exploration of the ethical issues related to both conducting research and the publication of the research results. The course will involve application and synthesizing of information through analysis of research across methodologies and through the development of research plans. (Pre-requisite: CES701 or PSY701)

### **RSM703 (3.0 credit hours)**

#### *Epidemiology and Biostatistics in Health Care*

This course prepares students to evaluate disease states, outcomes, and prevention methods using epidemiologic principles. Students will learn concepts and utilization of descriptive and inferential statistics for evidence-based practice to evaluate outcomes of interprofessional practice, practice patterns, and systems of care. This will enable them to utilize information systems to appraise quality improvement methodologies and interpret research to promote safe, timely, effective, efficient, equitable, and patient-centered care.

### **RSM800 (3.0 credit hours)**

#### *Quantitative Research II*

Quantitative Research II prepares students to conduct quantitative research in the field of education. Students conduct critical literature review, evaluate research design and design research methodology using quantitative methods of data collection and analysis appropriate for research in education. Course topics include design of experimental and quasi-experimental research studies, survey design, and methods of analysis appropriate to these studies, including analyzing variance and multiple linear regression. Emphasis is placed on applying computer based data analysis, statistical reasoning, understanding and use of quantitative research methods, ethical research practices, and practice in communicating research methods through scholarly interpretation, analysis, and writing.

### **RSM801 (3.0 credit hours)**

#### *Quantitative Research II*

Quantitative Research II prepares students to conduct quantitative research in the field of psychology. Students conduct critical literature reviews, evaluate research design, and design research methodology using quantitative methods of data collection and analysis appropriate for research in psychology. Course topics include design of experimental and quasi-experimental research studies, survey design, and methods of analysis appropriate to these studies, including analyzing variance and multiple linear regressions. Emphasis is placed on applying computer based data analysis, statistical reasoning, understanding and use of quantitative research methods, ethical research practices, and practice in communicating research methods through scholarly interpretation, analysis, and writing. (Pre-requisite: RSM701)

### **RSM802 (3.0 credit hours)**

#### *Research Theory, Design, and Methods*

This course focuses on complex experimental designs currently available to the research psychologist. Advanced longitudinal design and analysis will be covered. A strong emphasis will be on how to present methods and findings to a diverse audience of readers. Additional topics will cover other novel advanced experimental designs and current problems in the use of techniques in advanced experimental research design. (Pre-requisite: PSY702)

### **RSM803 (3.0 credit hours)**

#### *Advanced Research Design*

This course is designed to provide doctoral students an in-depth analysis of research methods and procedures to investigate, measure, and assess reach topics in the criminal justice field. Topics include, the use theory to develop research questions, develop a research design to examine a research problem.

### **RSM810 (3.0 credit hours)**

#### *Qualitative Research*

Qualitative research helps us understand meaning when existing theory fails to explain a phenomenon. This course is designed to give the qualitative researcher the theory, method, and skill to apply a balanced approach to research in the field of education. Course topics include the purpose

and methods of various qualitative traditions as well as interviewing techniques, field observation, content analysis, historical analysis, focus groups, and questionnaire design. Qualitative data collection and analysis techniques are applied to research questions with a focus on understanding phenomenon in education not resolved by other research methodologies. Educational decision-making and research methodologies for expanding the body of knowledge are developed and applied.

### **RSM811 (3.0 credit hours)**

#### *Mixed Methods*

This course provides students with an understanding of mixed methods (qualitative and quantitative) approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms will be explored. Specific issues, challenges, and considerations encountered in using mixed methodologies will be addressed in detail. The conflict between positivism and constructivism will be investigated, as will various examples of mixed model designs applicable to educational leadership. While there are pragmatic advantages to combining qualitative and quantitative methods, it is important to know that there are philosophical debates about combining these distinct approaches. Students need to understand the paradigmatic backgrounds of each approach and how to deal with these paradigm differences to answer real-world research questions.

### **RSM812 (3.0 credit hours)**

#### *Program Evaluation*

This research course focuses on program evaluation methodology used in education. The goal is for students to appropriately apply qualitative and quantitative analyses in the evaluation of programs. Evaluation approaches are studied to guide informed decision-making about program effectiveness and viability. The final product is a completed pre-proposal reflective of the program evaluation design.

### **RSM815 (3.0 credit hours)**

#### *Psychometrics*

This course focuses on preparing graduates to conduct and apply research to discover and validate psychological processes and principles to optimize human performance. Students will refine sophisticated statistical and analytical capabilities to develop coherent and coordinated statistics, psychological testing, educational assessment, program evaluation and other applied research techniques. Quantitative and methodological skills needed to construct valid measurements and assessments, especially measurement theory, research design, evaluation, and qualitative tools will be applied. (Pre-requisite: PSY701, PSY770)

### **RSM816 (3.0 credit hours)**

#### *Advanced Seminar in Program Evaluation*

This course examines the nature, method and process of evaluative research focusing on developing and applying a program evaluation project. Ethical guidelines, legal issues, and evidence-based practices are emphasized while working with the various research methodologies appropriate to the field of psychology. (Pre-requisite: PSY770, RSM702, RSM802 and RSM815)

### **RSM820 (3.0 credit hours)**

#### *Advanced Research: Pre-Proposal and Literature Review*

This course is designed for doctoral researchers to formulate of a problem statement, research question, and determine the most effective research methodology to use for their dissertation. The impact of the study on the profession and addition to the body of knowledge will be developed and defended. Students will also critically review and provide feedback to other doctoral researchers. Students will critically analyze the literature surrounding the research question and write a scholarly review of the research using best practices in APA documentation style. By the end of the course students will have completed the pre-proposal and submitted it to the committee for approval.

### **RSM821 (3.0 credit hours)**

#### *Advanced Research: Pre-Proposal and Literature Review*

This course is designed for doctoral researchers to formulate of a problem statement, research question, and determine the most effective research methodology to use for their dissertation. The impact of the study on the profession and addition to the body of knowledge will be developed and defended. Students will also critically review and provide feedback to other doctoral researchers. Students will critically analyze the literature surrounding the research question and write a scholarly review of the research using best practices in APA documentation style. By the end of the course students will have completed the pre-proposal and submitted it to the committee for approval.

### **RSM823 (3.0 credit hours)**

#### *Advanced Research: Pre-Proposal and Literature Review*

This course is designed for doctoral researchers to formulate of a problem statement, research question, and determine the most effective research methodology to use for their dissertation. The impact of the study on the profession and addition to the body of knowledge will be developed and defended. Students will also critically review and provide feedback to other doctoral researchers. Students will critically analyze the literature surrounding the research question and write a scholarly review of the research using best practices in APA documentation style. By the end of the course students will have completed the pre-proposal and submitted it to the committee for approval.

### **SCH501 (3.0 credit hours)**

#### *Foundations of Counseling*

This course provides students with an introduction to the school counseling profession. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues will be explored. The course provides an overview of the school counseling program, the profession, and professional competencies. (Program co- requisite)

### **SCH505 (3.0 credit hours)**

#### *Counseling across the Lifespan*

This course will present theories and research on the nature and needs of individuals at all levels of life span development. Consideration will be given to socio-emotional, intellectual, physical, moral, and spiritual aspects of development. Students will review theoretical frameworks describing optimal human development, as well as the developmental etiology of problematic behaviors that will serve to introduce students to behaviors and concepts relevant to clinical practice with both children and adults as applied to mental health and school counselors.

### **SCH510 (3.0 credit hours)**

#### *Counseling Skills and Techniques*

This course will introduce students to basic counseling skills. Students will gain experience through role play, practice interviews, and videotaped presentations to learn and practice basic counseling skills. Ethical and culturally responsive practices in school settings will be emphasized.

### **SCH515 (3.0 credit hours)**

#### *Counseling Theories and Practice*

This course provides students with the theoretical background and therapeutic skills necessary for the practice of counseling. The course will focus on the theories and techniques that are consistent with current professional research and practice in school counseling.

### **SCH520 (3.0 credit hours)**

### *Ethical and Legal Issues in Counseling*

This course covers the standards for professional conduct in school counseling, including ethical principles and legislation and court decisions affecting professional behavior. Students will examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, and placement data will be discussed in relation to counseling a variety of culturally diverse populations in multiple settings.

### **SCH525 (3.0 credit hours)**

#### *Group Theories and Practice*

This course explores leadership styles, group dynamics, and group process necessary to run successful groups. The major group counseling theories will be explored, and group skills will be practiced. Students will engage in a variety of practical application assignments and discussions, focusing on school counseling of different types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development. The course requires that students gain experience as both a growth group participant and as a co-leader.

### **SCH530 (3.0 credit hours)**

#### *Career Counseling*

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. An emphasis will be placed on individual career counseling skills across diverse populations.

### **SCH535 (3.0 credit hours)**

#### *Counseling and Advocacy with Diverse Populations*

This course addresses cultural diversity and its implications for school counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of educational settings. Finally, it reviews school counseling issues and advocacy strategies for diverse clients.

### **SCH540 (3.0 credit hours)**

#### *Crisis Counseling*

This course focuses on the personal and systemic impact of crises, disasters, and other trauma-causing events on diverse individuals across the lifespan. Students will explore theory and models applied to crisis situations and will explore emergency management systems and collaboration among schools, agencies, and governmental entities. Students will explore and discuss topics related to school counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Through contemporary articles and case studies, students will consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

### **SCH545 (3.0 credit hours)**

#### *Counseling Intervention and Treatment Planning*

This course prepares students for their roles as school counselors in areas of prevention and intervention with specific populations in diverse settings. The course is designed to develop competencies in clinical interviewing, diagnostic assessment, case conceptualization, and treatment planning in the context of psychological, academic, and socioeconomic issues. Diversity considerations and current models of evidence-based practice will be emphasized. Students will explore therapeutic approaches related to a broad range of mental health issues, aspects of therapeutic alliance, goal-setting, and outcome evaluation. Topics covered include substance abuse,

suicide, violence, teen pregnancy, and other issues affecting the well-being and academic success of students. Primary and secondary prevention strategies will be examined for suitable school-based interventions. (Prerequisite: SCH515)

### **SCH550 (3.0 credit hours)**

#### *Assessment in Counseling*

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, achievement, and personality are reviewed. Issues involved with standardized and non-standardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from the school counseling perspective. Issues of ethical test use and use with culturally diverse students are also addressed.

### **SCH565 (3.0 credit hours)**

#### *Family Counseling*

This course provides counseling students with the theoretical background and therapeutic skills necessary for therapeutic intervention in families, couples, and systems. Information will be provided on contemporary approaches, ethical considerations and professional issues. Counseling practices for different populations and types of families will be explored.

### **SCH570 (3.0 credit hours)**

#### *Foundations of Addiction and Addictive Behavior*

This course provides students with the major theories, concepts, issues, and data in the diagnosis and treatment of addictive behaviors. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction and its impact across the life-span. Assessment, diagnosis, and treatment of addictions with diversity and advocacy issues will also be explored.

### **SCH580 (3.0 credit hours)**

#### *Psychology of Exceptional and At Risk Children*

This course focuses on special issues and methods involved in counseling special populations, including minority, bilingual, low SES and those with disabilities. Emphasizes the competencies of cultural sensitivity and culturally sensitive interventions in counseling clients.

### **SCH660 (3.0 credit hours)**

#### *Practicum in Counseling*

This supervised practicum experience has a minimum of 100 clock hours over one 16-week semester. The practicum must include 1) at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills; weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract; 2) an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; 3) the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; 4) evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. This course provides students with knowledge and exposure to Educational K-12 settings and requires an in-school field experience.

(Prerequisites: SCH501, SCH505, SCH510, SCH515, SCH520, SCH525, SCH530, SCH535, SCH540, SCH545, SCH550, SCH565, SCH570, SCH580, RSM610)

### **SCH661 (3.0 credit hours)**

#### *Internship in Counseling I*

Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. Students are required to spend a specified number of hours per week at a selected K-12 public school setting working under the supervision of a professional school counselor. During that time, students are expected to become advocates for and increase competence in providing services to youth and their families in the personal/social, academic, and career domains. Furthermore, students will be made aware of the ethical, legal, and professional issues inherent in the counseling process. (Prerequisites: RSM551, RSM611, SCH660)

### **SCH662 (3.0 credit hours)**

#### *Internship in Counseling II*

Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. Students are required to spend a specified number of hours per week at a selected K-12 public school setting working under the supervision of a professional school counselor. During that time, students are expected to become advocates for and increase competence in providing services to youth and their families in the personal/social, academic, and career domains. Furthermore, students will be made aware of the ethical, legal, and professional issues inherent in the counseling process. (Prerequisite: SCH661)



### **SM0500 (3.0 credit hours)**

#### *Sport Business Management*

This course overviews the modern sport industry and examines the foundation for the multi-billion dollar industry. This course deliberates some of the socioeconomic, industrial, and technological movements that have contributed to the success of sports as entertainment. This course discusses the management theories that apply to the industry as well as the current business and social issues it faces. This course emphasizes the managerial and business skills required to operate successfully as a sport business leader.

### **SM0510 (3.0 credit hours)**

#### *Venue and Event Operations*

This course analyzes the management process involved in the designing and managing of sport facilities as well as the skills and processes associated with administering a sport event. The components of the course include developing products, utilizing sponsorships, special events, fund raising, public relations, promotions, and utilizing radio and television networking. The course focuses on food & beverage; game operations; budget preparation & implementation; field maintenance; customer service; human resources; technology; the impact of social media; facility maintenance; and event operations among other areas.

### **SM0520 (3.0 credit hours)**

#### *Governance and Policy in Sport Organizations*

This course enables students to create rules, regulations, and policies to manage as well as administer a sport organization or athletic department among other skills. Students examine domestic and international organizations as well as their impact on a variety of stakeholders.

### **SM0530 (3.0 credit hours)**

#### *Sport Marketing and Revenue Generation*

This course provides the sport business manager with an overview of the major marketing issues facing the sport industry while introducing the principles of producing revenue for sport organizations. Attention is given to the history of sport marketing, principles of marketing applied to the sport industry, sport consumer behavior, research tools, corporate sponsorship, and evaluation of sport marketing programs. The course also focuses on planning, development, management, and implementation of strategies for successful fundraising events. This course offers a comprehensive overview of reaching consumers to positively impact revenue generating streams of ticket sales, concession sales, and merchandise sales among other areas.

### **SM0540 (3.0 credit hours)**

#### *Sport Communication and Public Relations*

This course features a comprehensive look at sport communications from many perspectives in a fun and interactive environment. Ultimately, this course will provide students with an awareness of the profession, its role in the industry and an examination of the skills it takes to succeed. Areas to be addressed in this course include media relations; social media; web content development; and communicating to diverse stakeholders among other topic areas.

### **SM0550 (3.0 credit hours)**

#### *Sponsorship and Fund Raising*

A key ingredient to sport marketing is developing valued sport sponsorship. This course focuses on three interrelated areas: (1) sport sponsorship basics including alignment marketing issues, strategic communication through sponsorship, sponsorship value, and sponsorship evaluation; (2) various public and fundraising techniques utilized by sport managers; and (3) an integration of sport sponsorship marketing and public relations as a concept of value-added integrated marketing. A few of the topics covered include the changing role of sponsorship, building brand equity, prospecting for sponsors,

identifying sponsor needs, Olympic sponsorship, individual athlete sponsorships, naming rights, sponsorships, developing sponsorship proposals, sponsorship packages, ambush marketing, sales promotion in sport sponsorship, measuring the impact of a sponsorship, sponsorship activation, managing the sponsorship relationship as well as sponsorship sales strategies and methods among other areas.

### **SM0560 (3.0 credit hours)**

#### *Sport Finance and Economics*

This course applies basic managerial decision-making to financial issues. This course examines the economic and financial environment in which the sport industry operates, with emphasis on pricing, supply and demand factors as well as taxes. This course explores how to analyze, control and evaluate financial performance; apply sound financial management principles and practices; and prepare, analyze and use budgets as well as financial reports.

### **SM0570 (3.0 credit hours)**

#### *Legal Aspects of Sport and Risk Management*

This course provides an understanding of the laws and legal concepts governing the sports industry, and how they apply to the sports manager's role. This course focuses on legal (and ethical) issues related to legislation, drug testing, contracts, licenses, employment law, negligence and liability, as well as intellectual and property rights among other areas.

### **SM0580 (3.0 credit hours)**

#### *Sport Leadership and Ethics*

This course will serve to deepen the student's understanding of current issues facing leaders in sports organizations. The course examines the multiple roles that leaders can help sports organizations play in serving the community on a domestic and international level. Leaders need to understand the people that work for them and the people for whom they work. They also need to know that the context and the type of organization influence the people within it. This course applies ethical theories to sports operations and decision-making as well as reinforces the value of adhering to sound ethical principles in addressing business problems. The course focuses on moral and ethical issues in sport including a special focus on the responsibility of governing bodies, influencers, and decision-makers in sport.

### **SM0590 (3.0 credit hours)**

#### *Technology and Social Media in Sport*

This course is designed to offer an overview of emerging technologies that will impact current and future revenue generating streams of sport organizations. Students will gain an understanding of state-of-the-art sport enterprise software, internet applications, mobile applications, and social media applications and how they are being utilized to generate new revenue streams. Students will learn to understand and appreciate the unique challenges and opportunities sport managers face as new technologies enter the market place and how to apply the theories and strategies learned to future opportunities. The use of social media tools in sport and entertainment has become a marketing force for these organizations impacting customer engagement and relationships. This class introduces the key components and challenges in developing a strategy for successful social media adoption and implementation, as well as the analytic tools to measure ROI.

### **SM0600 (3.0 credit hours)**

#### *Internship*

This course requires students to integrate and apply what they have learned in their coursework to real-world issues and to gain practical experience working within a sports-related organization.

### **SM0610 (3.0 credit hours)**

#### *Sport Management and Operations Capstone*

The content of the course will build on many elements of the core curriculum and place them in the context of today's challenges. The focus will be on where the sports business (and market) is today, and

where it is headed. This course focuses on the application of theories, concepts, and practices associated with a variety of roles in the sport industry. With a focus on entrepreneurialism, the class covers a wide range of operational, business, management and legal issues.

### **SPM500 (3.0 credit hours)**

#### *The Science of the Golf Swing*

The Science of the Golf Swing is an exploration into the first scientifically based investigation of the generally accepted theories of the time about the human factors, teaching beliefs and customs, and players' experiences when undertaking the game of golf. Topics include how and why a golf ball flies, the model golfer, human factors in the model golf swing, mental aspects of golf, teaching and learning golf, deliberate practice, the ballistics of the golf club and golf ball relationship, analyzing a golf tournament, and golf club design. Students examine the model golfer theories to analyze their personal golf swings against the model, develop lesson series based on body motion and club mechanics, and critically examine how today's technology may or may not affect the model golfer.

### **SPM510 (3.0 credit hours)**

#### *The Science of Learning*

The Science of Learning explores what strategies and environments foster the best learning and what factors affect learning using research-based strategies. Topics include the definition of learning, neuroscience, the affective context model of learning, strategies to successfully support learning conditions, memory's contribution to learning, a mindset toward learning, techniques for human-centered learning design, techniques to stimulate one's learning practices, and the future of learning. Students are challenged to reflect on their current teaching processes and present alternative approaches.

### **SPM520 (3.0 credit hours)**

#### *Motor Skill Acquisition*

Motor Skill Acquisition provides a research-based foundation for understanding how motor skills are acquired and the factors that influence the learning of motor skills. These underpinnings establish parameters from which to create effective instructional and practice processes to intensify skill learning. Topics include learning assessment, attention, augmented feedback, transfer of learning, and practice conditions with an emphasis on deliberate practice techniques. Students will apply the concepts to the development lessons and training plans designed to capitalize on enhanced methods of motor skill acquisition as it relates to golf.

### **SPM530 (3.0 credit hours)**

#### *Impact-based Golf Instruction*

Impact-based Golf Instruction presents students with concepts beyond style- or swing-based teaching, focusing on the fundamentals of club mechanics, attention and intention, and drills. Topics include the five dynamics of impact-based golf, the workhorse, the four steps to dynamic impact, club strategies for all golf shots, and the effects of the mental game and fitted equipment on impact-based golfing success. Students examine their personal swings relative to impact-based techniques and design and implement various types of golf lessons and practice routines constructed around impact-based instruction.

### **SPM540 (3.0 credit hours)**

#### *Facilitating the Adult Golfer*

Facilitating the Adult Golfer introduces the concept of adult learning facilitation and how adult learning theories may be used to enhance golf instruction with adult golf students. Topics include the functions of the brain, the changing adult brain, foundations of brain-aware approaches, lowering anxiety and engaging curiosity, verbal-theoretical approaches, embodied and metaphorical approaches, interleaving multifaceted approaches, scaffolding reflection and feedback, and foundational theories of

learning and development. Students evaluate current teaching philosophies and practices against adult learning theories and adapt or construct topic-specific enhancements.

### **SPM550 (3.0 credit hours)**

#### *Teaching the Youth Golfer*

Teaching the Youth Golfer focuses on strategies and concepts of how to introduce the game of golf to young men and women and how to best deliver instruction to meet the needs of both recreational and competitive players. Topics include fun factor, etiquette, equipment, practice and drills, technique, motivation, gamification, life skills, formal instruction, feedback, and rewards. Students research supportive articles to help develop youth-specific curricula for individual and group lessons. This course follows the research-based golf program of the First Tee, reinforcing life values such as integrity, respect, and perseverance through the game of golf.

### **SPM560 (3.0 credit hours)**

#### *Golf Fitness and Nutrition*

Golf Fitness and Nutrition examines current concepts and models, highlighting golf-specific assessments for mobility, stability, balance, and strength; implications of physical assessments to certain movements in the golf swing; exercise corrections to improve golf and overall fitness profiles; injury prevention; and exercise routines for all levels and ages of golfers. Topics include assessments, correctives, basic and advanced strength development plans, movement improvement routines, special populations, and nutrition. Students evaluate nutrition and fitness programs and construct corrective schedules

### **SPM570 (3.0 credit hours)**

#### *The Mental Aspect of Teaching: Critical Thinking and Problem Solving in Golf*

The Mental Aspect of Teaching is designed to develop skills and strategies for teaching, problem solving, and critical thinking in golf. The course presents a scientific means of approaching and improving thinking skills through higher order assessment, strategy development, and problem-solving activities to enable and empower teaching and instruction. Active learning strategies are applied to develop critical thinking and problem solving in practice, play, and assessment.

### **SPM580 (3.0 credit hours)**

#### *History of the Golf Profession*

History of the Golf Profession explores the origins of the game of golf, the game development and its exportation to America, and the development of the golf profession in America. Early play, players, and equipment are examined in relation to their effect on the golf profession and how the profession adapted through its genealogy. Topics include understanding the culture of golf, early Scottish structure of the game and relevant participants, the American golf revolution, and the American PGA generations. Students gain an appreciation for the history, culture, and tradition that contribute to making golf, golf. Active learning activities include reflection on the importance of history, what makes golf unique, and how history shaped the body and development of the profession.

### **SPM590 (3.0 credit hours)**

#### *The Business of Teaching Golf*

The Business of Teaching Golf delves into the fundamental constructs and practices related to the business aspect of teaching golf, with an emphasis on competing in today's technological world. Topics include employment and entrepreneurial opportunities; business planning, marketing, social media, branding, and promotional strategies and techniques; and establishing long-term career goals, application, and continued development. Students formulate business plans, compile budgets, compose marketing materials, and forecast future developments and challenges.

### **TAX6877 (3.0 credit hours)**

#### *Special Topics in Taxation*

Apply tax research tools to locate and assess relevant authoritative information on specific tax issues. The course will include the application of ethical standards used in providing clients with interpretations and recommendations to various tax situations (minimum "C" grade).

### **TAX6879 (3.0 credit hours)**

#### *Special Topics in Corporate and Estate Taxation*

Apply tax research tools to locate and assess relevant authoritative information on specific tax issues related to corporate and estate tax. The course will include the application of ethical standards used in providing corporate and estate clients with interpretations and recommendations to various related tax situations (minimum "C" grade)



*Evelyn C. Keiser    Dr. Arthur Keiser*  
*Founders of Keiser University*

## Administration, Faculty, and Staff

### OFFICE OF THE CHANCELLOR

#### *Chairperson Emeritus*

Evelyn C. Keiser  
B.S.M.T. Temple University

#### *Chancellor/Chief Executive Officer*

Arthur Keiser  
Ph.D. Union Institute  
B.A. Tulane University

#### *Executive Vice Chancellor/Chief Operating Officer*

Peter F. Crocitto, Jr.  
M.B.A. New York Institute of Technology  
B.S. Fort Lauderdale College

#### *Senior Vice Chancellor of Finance*

Joseph Berardinelli  
B.S. LeMoyne College

#### *Vice Chancellor of Academic Affairs*

John E. Sites  
J.D. University of Miami  
M.A. Appalachian State University  
B.A. University of Florida  
Further study: Carnegie Mellon University

#### *Vice Chancellor of Enrollment Management*

Teri Del Vecchio

#### *Vice Chancellor of Community Relations and Student Advancement*

Belinda Keiser  
M.B.A. Nova University  
B.S. Florida State University

#### *Vice Chancellor of the Graduate School*

Robert M. Keiser  
Ph.D. Capella University  
M.B.A. The George Washington University  
B.A. The George Washington University

#### *Vice Chancellor of International Affairs*

Xun (Kevin) Li  
M.B.A. Keiser University  
B.A.B.A. Qingdao University of Technology

#### *Ombudsman*

Louise Morley  
M.Theology Fillmore Seminary B.Theology  
Unity Seminary

#### *General Counsel*

James Waldman  
J.D. Nova Southeastern University B.S.,  
B.A. University of Florida

#### *Assistant to the Chancellor*

Odette Aljure

B.A. Los Libertadores University, Colombia

## **OOO OPERATIONS**

### *Associate Vice Chancellor*

Ellen Bernhardt

D.B.A. Keiser University

M.B.A. University of South Florida

B.A. Indiana University

### *Ft. Lauderdale/Graduate School*

#### *Campus President*

Douglas Ryan Sagers

Ed.D. Creighton University

### *Associate Vice Chancellor/Campus*

#### *President*

Gary B. Vonk

D.B.A. Walden University

M.B.A. Florida Atlantic University

B.S.B.A. San Diego State University

### *Associate Vice Chancellor/ Title IX*

#### *Coordinator/ Campus President*

Michele Morgan

D.B.A. Argosy University

M. Ed University of Maine

B.S. Ed University of Maine

### *Associate Vice Chancellor/Financial*

#### *Analysis*

Jennifer Smeal

M.B.A. Florida Atlantic University

B.A. Florida Atlantic University

### *Associate Vice Chancellor of Military*

#### *Affairs*

Jan Del Signore

Ed. D. Nova Southeastern University

M.S. University of La Verne

B.S. Mount Olive College

### *Operational Analysis*

Lloyd Weinberg

B.A. University of Arizona

### *Assistant to the Executive Vice*

#### *Chancellor/COO*

Tara Catanzaro

## **CRISIS MANAGEMENT**

### *Associate Vice Chancellor of Crisis*

#### *Management*

Oren Alter

M.S. University of Phoenix

B.A. Hebrew University, Jerusalem

### *Director of Safety and Security*

Gregory Richter

M.S. University of Alabama

B.S. Florida International University

## **ACADEMIC AFFAIRS**

### *Associate Vice Chancellor of*

#### *Academic Affairs*

Mary Jane Moore

M.S. Duquesne University

B.S. Slippery Rock University

### *Associate Vice Chancellor of*

#### *Programmatic Accreditation*

Theresa Reid-Paul

M.B.A. University of Phoenix

B.F.A. Florida Atlantic University

### *Associate Regional Vice Chancellor*

#### *of Academic Affairs*

Adrienne Predko

M.A. University of Phoenix

B.A. Florida Atlantic University

### *Associate Regional Vice Chancellor*

#### *of Academic Affairs*

N. Karen Stevenson

D.B.A. Keiser University

J.D. Stetson University

M.B.A. Webber International University

B.A. Warner University

*Assistant Vice Chancellor of  
Institutional Research, Planning,  
and Assessment*

Syeda Qadri  
Ph.D. Southern University  
M.S. Southern University  
B.S. Southern University

*Associate Vice Chancellor of Quality  
Enhancement and Compliance*

David Kreitner  
Ph.D. Florida Atlantic University  
M.A. Florida Atlantic University  
B.M. Berklee College

*Associate Vice Chancellor of  
Institutional Projects  
Chief of Staff, Department of  
Academic Affairs*

Michael J. Record  
Ph.D. Keiser University  
M.S. Nova Southeastern University  
B.A. Florida Atlantic University

*Associate Vice Chancellor of  
Teaching and Learning/504  
Disability Services Coordinator*

Christopher Stabile  
Ed.D. Nova Southeastern University  
M.A. Nova Southeastern University  
B.S. Nova Southeastern University

*Associate Vice Chancellor of Library  
Systems*

Benjamin Williams  
M.S.L.S. Clarion University  
B.A. Clarion University

*Executive Assistant to Associate Vice  
Chancellor of Academic Affairs*

Elena Cheung  
B.S. Florida International University

*Executive Assistant to the Vice  
Chancellor of Academic Affairs*

Traci Grail  
M.S. Keiser University  
B.S. Keiser University

**ACCOUNTING**

*Associate Vice Chancellor of  
Finance/Controller*

Pamela McIntyre-Wiley  
M.S. Accounting - Nova Southeastern  
University  
B.S. Accounting - Bethune-Cookman  
University

*Assistant Associate Vice Chancellor  
of Accounting*

Elliott Cohen  
B.S. Accounting – Florida Atlantic  
University

*Assistant Associate Vice Chancellor  
of Purchasing*

Janet Weinstein  
A.S. Fashion Institute of Technology

*Assistant Associate Vice Chancellor*

Marlize Smit  
ND Foodservice Management – Cape  
Peninsula University of Technology, Cape  
Town, SA

*Director of Bookstore Purchasing*

Donna Kearney

*Senior Accountants*

Ericka Hair Srygler  
M.B.A. - Florida Atlantic University  
B.B.A. Accounting - Florida Atlantic  
University

Wenwei (Jessie) Shi

M.S. Accounting - University of Michigan  
B.B.A. Accounting and Economics – Hong  
Kong University of Science and Technology



Wes Poppell  
B.S. Accounting - DeVry University

Elizabeth Diaz  
B.B.A Accounting – Florida Atlantic  
University

*Staff Accountant*

Javier Lavarte Acosta  
M.S. Finance and International Business -  
Hult International Business School  
B.S. Business Economics - Universidad  
Metropolitana, Venezuela

*Reconciliations Analysts*

Patricia Robertson  
A.A. Business Administration – Keiser  
University

Kristin Bornus  
B.A. English – University of Missouri

*Accounts Payable Manager*

Tameca Williams  
B.A. Business Administration – West  
Virginia University

*Bookkeeper*

Robyn Albarran  
A.A. Business Administration – Miami  
Dade College

*Senior Account Payable Clerk*

Lesa Martin  
A.A. Excelsior Community College,  
Kingston, Jamaica

*Accounts Payable Clerks*

Karen Hackett

Diego Enrique Lavarte Acosta

*Purchasing Assistants*

Gilbert Lafond

Catherine Pagana

*Executive Assistant to the Senior  
Vice Chancellor of  
Finance/CFO/Treasurer*

Carissa Rhule  
B.S. Family and Child Sciences – Florida  
State University

*Equipment Engineer*

Cesar C. Esplanada  
B.S. Mechanical Engineering – Feati  
University, Manila, Philippines

**ADVERTISING AND MARKETING**

*Associate Vice Chancellor of  
Advertising and Marketing*

Susan Ziegelhofer  
M.A. University of Toledo  
B.A. Baldwin-Wallace University

*Director of Advertising*

Shari Lynn  
M.S.Ed. Tulane University  
B.A. Tulane University

*Director of Advertising and  
Marketing*

Karla Lopez  
M.A. University of Memphis  
B.A. Harding University

*Director of Advertising and  
Marketing*

Caterina Oliveira  
M.B.A. American Intercontinental  
University  
B.S. Everglades University  
A.S. Keiser University

*Director of Advertising and  
Marketing*

Marci Tully  
M.A. University of South Florida  
B.A. University of Florida

*Marketing Analyst*

Mattia Fattovich

M.B.A. Florida Atlantic University  
B.A. Florida Atlantic University

*Advertising and Marketing  
Coordinator*

Heather Larrea  
M.B.A. Keiser University  
B.A. Florida International University  
A.A. Keiser University

**ENROLLMENT MANAGEMENT**

*Associate Vice Chancellor of High  
School Relations*

Gene McDonnell  
B.A. Keiser University

*Assistant to Vice Chancellor of  
Enrollment Services*

Ellen Gordon

*Executive Assistant to the Vice  
Chancellor of Enrollment  
Management*

Yang Liu  
M.S. University of Alabama

*Director of Training-Admissions*

Joshua McDonald  
M.S. Bay Path University  
B.S. University of Central Florida

**COMMUNITY RELATIONS AND  
STUDENT ADVANCEMENT**

*Senior Director of Media and Public  
Relations*

Jeff Laliberte  
M.S. Barry University  
B.S. Ball State University

*Director of Media and External  
Affairs*

Damon Roberson  
M.P.A. Louisiana State University  
B.A. Northwestern State University

*Director of Social Media and Alumni  
Association*

Kerri Percy  
B.A. University of Central Florida

*Director of Public and Media  
Relations – Flagship Campus*

Suzi McCreery  
M.B.A. Palm Beach Atlantic University  
B.B.A. Northwood University

*Multimedia and Communications  
Coordinator*

Marianly Hernandez Primmer  
B.S. Florida International University

*Multimedia and Communications  
Coordinator*

Holly Tishfield  
B.A. University of North Florida

**STUDENT SERVICES**

*Associate Vice Chancellor of Student  
Services*

Andrew McTighe  
B.A. University of North Florida

*Associate Vice President of Student  
Services*

Jacqueline Boneri  
M.B.A. Keiser University  
B.F.A. Florida International University

*Regional Director of Student  
Services*

Annie Gannucci  
B.A. Florida Gulf Coast University

*Regional Director of Student  
Services*

Sally Martinez  
M.S.Ed. Keiser University  
B.A. Keiser University  
B.A. Keiser University

## **HUMAN RESOURCES**

### *Vice Chancellor of Human Resources*

John Woolsey  
M.A. Human Resources Management  
National University  
B.A. Business Management, Averett  
University

### *Associate Vice Chancellor of Human Resources*

Johanna Arnett  
A.A. Palm Beach Community College

### *HR Operations Manager*

Tiffany Rozich  
M.B.A. Nova Southeastern University  
B.A. University of Texas at El Paso

### *Employee Relations Manager*

Alicia Valdivieso  
M.S. Chapman University  
B.S. Pontificia Universidad Catolica del Peru

### *Benefits Specialist*

Nancy Molina

### *FMLA-Leave-ER Specialist*

Nicole Edwards  
M.B.A. Nova Southeastern University  
B.A. Florida State University

### *HRIS/Training Coordinator*

David Samuelson  
B.S. Toccoa Falls College

### *Talent Acquisition Specialist*

Dana Welker  
B.A. University of Kansas

### *HR Administrator*

Alexis Salters  
**B.A.S. Broward College**

## **INFORMATION TECHNOLOGY**

### *Associate Vice Chancellor of Management Information Systems*

Andrew Lee  
M.B.A. Keiser University  
B.S. Keiser College

### *Assistant Associate Vice Chancellor of MIS*

James Hargadon  
M.B.A. Keiser University

### *CampusVue System Support Database Manager*

Chris Coleman  
M.B.A. Keiser University  
B.S. University of Alabama

### *IT Systems Integrator*

Gail McCulloch  
B.A. Manhattan College

### *Database Support Staff*

Alexis Garcia  
B.S. Everglades University

### *IT Staff*

Brian Colvin  
A.S. Keiser University

Luis Boneri  
A.S. Keiser University  
James Compton Larry Johancsik  
A.S. Keiser University

### *Student Network Support*

Duane Allen  
M.A. American Intercontinental University

### *Webmaster*

Sally Han  
B.A. Florida Atlantic University

### *Regional IT Staff*

Duane Krupilis  
B.S. Everglades University

Chad Morgan  
M.S. Capitol Technology University.

Edwin Ayala  
B.S. Interamerican University of Puerto Rico

Saintanor S. Camilus  
B.S. Everglades University

Kurt Wyzkiewicz  
B.S. Northwood University

Norman Bensen  
A.S. Keiser University

## **OFFICE OF COMPLIANCE**

*Associate Vice Chancellor of Compliance/Title IX Coordinator*

Brandon Biederman  
J.D. University of Florida  
B.S. University of South Florida

*Assistant Associate Vice Chancellor of Compliance*

Linda M. Allen  
M.B.A. Keiser University  
B.S. Everglades University

## **STUDENT FINANCIAL OPERATIONS**

*Associate Vice Chancellor of Student Finance Operations*

James Lininger  
M.B.A. - Lynn University  
B.B.A. - Florida Atlantic University

*Director of Student Financial Operations*  
*Nancy Peck*

A.A. - Broward College  
A.S. - Broward College

*Regional Directors of Bursar Operations*

Theresa Martinez

B.A. - Keiser University  
M.B.A - Everglades University

Anita Cochran

*Accounts Receivable Administrator*

Joann Lanz  
B.A. - Kaplan University

*Student Account Manager - Active*

Mary Morales  
A.A. - Keiser College

*Student Account Analysts*

Ivia Santana  
A.S. - Newbury College

Aslin Rolon

B.A. - University of Puerto Rico  
M.A. - Trinity International University

Suzanne Murray

B.A. – Borough of Manhattan Community College

Liz Marengo

*Posting Specialists*

Yvette Estrada Diaz  
C.N.A - Keiser University

Kathryn Miracola

*Stipend Specialists*

Kathy Batson  
Certificate in Bookkeeping - City College

Maria Rivera

M.B.A. - American Intercontinental University  
B. B. A. - Pontifical Catholic University of Puerto Rico

*Student Account Manager - Inactive*

Nancy Colon  
B.A. - St. Thomas University

*Senior Student Account Analyst*

Ramiro Ricardo  
B.S. - Universidad de la Guajira

*Student Account Analysts*

Shirley Mitchell  
B.S. - University of Phoenix

Patricia Romero  
B.A. - Arizona State University

Monica Garcia-Brako  
B.A Barry - University

Marisol Jimenez

Veronica Medina  
M.S.C Tilbert University/Universidad  
Nacional De Costa Rica  
B.S Universidad Autonoma de  
Centroamerica

*VA Specialist*

Nkenji Green  
B.A. - University of South Florida

**PRIVATE LOAN GROUP**

*Private Loan Manager*

Christopher J. Perez  
M.B.A. University of Miami  
B.A. University of Miami

*Private Loan Operations Specialists*

Jafet Varela  
B.S. University of Phoenix

Doris Wilborn

**STUDENT FINANCIAL SERVICES**

*Associate Vice Chancellor of Student  
Financial Services*

Frederick A. Pfeffer  
B.A. Keiser University

*Associate Vice Chancellor  
Regional Student Financial Services*

Noel Kudla  
M.B.A. Keiser University  
B.S. Florida Institute of Technology

*Associate Vice Chancellor – Regional  
Student Financial Services*

Matthew Flowers

*Associate Vice Chancellor – Regional  
Student Financial Services*

Yanni Lapanaitis

*Regional Director Student Financial  
Services*

Anthony Ali  
B.A. Keiser University

*Director of Default Management  
and Financial Literacy*

Geoffrey Stam  
B.S. Stetson University

*Student Financial Services -  
Processing Floor Manager*

Kelly Ward  
B.A. Keiser University

Anne Straughn  
B.S. Auburn University

Dianne Mitchell  
B.S. University of Phoenix

Emilio Freyre

Erwin Fuhrman  
B.B.A. City University New York

Frank Poitras

Ingrid Lindo

Jennifer L. Campbell  
B.A. Keiser University

Judy (Martin) Calloo  
B.S. Lehman College, CUNY

Katherine Neves

Kelly Diaz

Ligia Aragon

Maria Reyes

Marie Payen

Megan Landin

Melissa Tejon

Myriam Gallo  
B.A. University of Antioquia

Myriame Obas Baron  
B.A. Keiser University

Pam Runnells Blanco  
M.A. Everglades University  
B.S. Everglades University

Rebecca Smith

Sherene Byles

Tran Dawe  
Saint Paul College

Vimbaya Goredema  
A.A. Newham College, England

**Director of State Funding Programs**

Thomas J. Judge  
M.S. University of Kansas  
B.S. Benedictine College

Nichole Coombs – FL EASE Program  
Manager  
Nova Southeastern University

Emily Dipietro

Priscilla Williams

Stacy Baune

*Director of Military Affairs*

Jose Centeno  
A.A.S. University of Mary Hardin

Aaron Cordner, Military Affairs Specialist  
A.S. and B.S. Kaplan University

Anthony Fink  
A.S. Palm Beach State College

Henry Segura  
B.A. University of Illinois

Joshua Vakili, Military Affairs Specialist  
B.S. Florida State University

Renee Hendrix, Military Affairs Auditor  
B.S.B. University of Phoenix

Sylvia Calderon  
B.A. University of Incarnate Word

Tracy Torres  
A.A. Keiser University

Yusuf Peoples, Military Affairs Specialist  
B.S. DeVry University

*Military Education Director—*

*Patrick Space Force Base*

Marian Shelpman  
M.A. Webster University

## GRADUATE SCHOOL

### *Ft. Lauderdale/Graduate School Campus President*

Douglas Ryan Sagers  
Ed.D. Creighton University

### *Vice-Chancellor of the Graduate School*

Robert M. Keiser  
Ph.D. Capella University  
M.B.A. The George Washington University  
B.S. The George Washington University

### *Dean of the Graduate School*

Jin An  
Ph.D. Keiser University  
M.S. Nova Southeastern University  
B.S. Nova Southeastern University

### *Dean of the Graduate School*

Brian Keintz  
Ph.D. University of Wyoming  
M.Ed. Colorado State University  
B.S. South Dakota State University

### *Dean of the Graduate School*

Yan Luo-Beitler  
Ph.D. Tianjin University  
M.S. Florida International University

### *Director of Student Services*

Christopher Petersen  
M.S. Keiser University  
B.A. Florida International University

### *Director of FDLRS KU Multidisciplinary Center*

Ilene Miller  
Ed.D. Nova Southeastern University  
M.S. Nova Southeastern University  
B.S. University of South Florida

### *Director of Retention*

Lisa Wilcox  
M.A. Public Administration Walden  
University

B.A. Lynn University

### *Administrative Assistant to the Graduate School*

Lisa Grail  
A.A. Medical Assistance

### *Administrative Assistant Specialty Programs*

Latasha Williams  
M.B.A. Everglades University  
B.S. Everglades University  
A.S. Keiser University

### *Graduate Faculty*

Gayla Aguilar  
O.T.D. Rocky Mountain University  
M.S. Walden University  
B.S. University of Texas

Boaz Barak

Ph.D. University of Rhode Island  
M.S. University of Rhode Island

Jeanne Bedell

D.B.A. Argosy University  
M.Acc. Florida Atlantic University  
B.S.B.A. Florida Atlantic University

Kevin Bilberry

Ph.D. Colorado Technical University  
M.S.I.T. Colorado Technical University  
B.S. Colorado Technical University

David Bracken

Ph.D. Georgia Institute of Technology  
M.S. Georgia Institute of Technology  
B.A. Dartmouth College

Patricia Brathwaite

Ed.D. Nova Southeastern University  
M.P.H. Florida International University  
B.S. Florida International University

Edward Briggs

D.N.P. University of Florida

M.S.N. University of South Florida  
A.S. Brookdale Community College

Shereka Browne  
D.B.A Northcentral University  
M.S. Southern New Hampshire University  
B.A. Florida Atlantic University

Terri Bubb  
Ph.D. University of Houston  
M.S. University of Houston  
B.A. Sam Houston State University  
B.S. University of Houston

John Buchanan  
Ph.D. Walden University  
M.B.A. Nova Southeastern University  
B.A. Florida Atlantic University

Rachel Burger  
Ph.D. Capella University  
M.B.A. Palm Beach Atlantic University  
B.S. Fashion Institute of Technology

Mark Burns  
D.N.P. Vanderbilt University  
M.S.N. Vanderbilt University  
B.S.N. University of Phoenix

David Campbell O'Dell  
D.N.P. University of Tennessee  
M.S.N. University of North Florida  
B.S.N. University of North Florida

Adolfo Cardona  
Ph.D. Trident University  
M.B.A. University of St. Thomas

Joan Cezair  
D.B.A. Argosy University  
M.B.A. University of Maryland  
B.S. Howard University

Agaptus Chikwe  
D.B.A. Argosy University  
M.B.A. American Intercontinental  
University  
B.A. American Intercontinental University

Rochelle Cobbs  
Ph.D. Prairie View A & M University  
M.Ed. Delta State University  
M.S. Delta State University  
B.S. Delta State University

Chris Coffman  
Ph.D. Hampton University  
M.S. Hampton University  
B.S. University of Maryland

Barbara Coles  
Ph.D. University of Phoenix  
M.A. Central Michigan State  
B.S.N. The Johns Hopkins University  
B.S. MacMurray College

Barbara Cooke  
Ph.D. University of University of Cambridge  
M.Phil. University of Cambridge  
M.A. University of London  
B.A. University of California Santa Barbara

Beverly Copeland  
Ph.D. Howard University  
M.S. Prairie View A&M University  
B.S. Prairie View A&M University

Constance Crowley  
Ph.D. Northcentral University  
M.S. Northwest Missouri State University  
B.A. Graceland College

Lori Daniels  
Ph.D. Florida Atlantic University  
M.A. Florida Atlantic University  
B.S. Florida Atlantic University

Shoshana Dayanim  
Ph.D. Applied Development Psychology  
Fordham Univ.  
M.A. Applied Developmental Psychology  
Fordham Univ.  
M.A. Creative Arts in Therapy  
Hahnmann Univ.



Francisco De Cossio  
Ph.D. South Carolina University  
M.A. South Carolina University  
B.S. South Carolina University

Shon Denton  
D.H.A. University of Phoenix  
M.S. Prairie View A&M University  
B.S. Texas Southern University

Richard Dietzel  
Ed.D. University of Central Florida  
M.Ed. University of Central Florida  
B.S. University of Central Florida

Boris Djokic  
Ph.D. University of Belgrade  
M.S. University of Belgrade  
B.A. University of Belgrade

Nina Doleyres  
D.HSc. Nova Southeastern University  
M.P.H. Barry University  
B.A. The City College of New York

Alfredo Dominguez  
Ph.D. Capella University  
M.S. Capella University  
B.S.I.T. American Intercontinental  
University

Matthias Eggertsson  
D.I.B.A. Nova Southeastern University  
M.I.B.A. Nova Southeastern University  
B.S. Florida Metropolitan University

Raquel Elliott  
D.B.A. Walden University  
M.B.A. Nova Southeastern University  
B.A. St. Leo University

Brian Esterling  
Ph.D. University of Miami  
M.B.A. Pfeiffer University  
B.A. Rutgers College

Susan Diann Ferrell  
D.B.A. Argosy University  
M.B.A. Rockford College  
B.G.S. Northern Illinois University

Gillian Fisher  
Ed.D. St. Thomas University  
M.B.A. Nova Southeastern University  
B.A. University of the West Indies

John Fitzgerald  
D.B.A. Argosy University  
M.P.A. Troy State University  
B.S. University of Rhode Island

Lisa Fox  
Psy.D. Yeshiva University  
M.A. Yeshiva University  
M.S.W. New York University  
B.A. University of Southern California

Jessica Francois  
D.N.P. University of North Florida  
M.S. University of Miami  
B.S. Florida Atlantic University

Aubrey Franklin  
Ph.D. Long Island University  
M.S. Long Island University  
B.S. Texas A&M University

Jessica Fuda Daddio  
Ed.D. Argosy University  
M.Ed. Edinboro University  
B.S. Edinboro University

Kelly Gatewood  
Ph.D. University of Nebraska  
M.Ed. University of Nebraska  
B.S. University of Nebraska

Jacent Gayle  
Ph.D. Capella University  
M.B.A. University of New Orleans  
B.S. University of South West Louisiana

Tina Gelpi  
O.T.D. Nova Southeastern University

M.S.Ed. University of Kansas  
B.S.O.T. University of Kansas

Tina Glover  
Ph.D. Oregon State University  
M.A. Portland State University  
B.A. Portland State University

Scott Goldberg  
D.B.A. Argosy University  
M.B.A. University of Hartford  
B.S. Bryant College

Laura Goolsby  
M.S. Boston University  
B.S. University of Connecticut

Dushyant Gosai  
D.B.A. Argosy University  
J.D. Anand Law College  
M.B.A. Utica College

Marek Graczkowski  
Ed.D. Walden University  
M.H.S.A. Florida International University  
B.S. Florida International University

Dahli Gray  
D.B.A. George Washington University  
M.B.A. Portland State University  
B.G.S. Eastern Oregon University

Michele Green  
Ph.D. Texas Tech University  
M.A. Texas Tech University

Dona Greenwood  
Ph.D. University of Surrey (UK)  
M.Ed. University of Central Florida  
B.S. Madonna College

Diana Guest  
Dr.O.T. Nova Southwestern University  
M.S.O.T. University of Western Ontario  
B.S.O.T. Western Michigan University

Amy Hakim  
Ph.D. Florida International University

M.S. Florida International University  
B.A. Florida International University

Cheri Hansen  
Ph.D. Nova Southeastern University  
M.S. Nova Southeastern University  
B.S. Nova Southeastern University

William Harris  
D.B.A. Saint Leo University  
M.B.A. University of Southern Maine  
B.S. University of Southern Maine

Cyndi Haynes  
O.T.D. Thomas Jefferson University  
M.B.A. University of Akron  
M.Ed. Kent State University  
B.S.O.T. Ohio State University

John Honore  
D.B.A. Argosy University  
M.B.A. American Intercontinental  
University  
B.S. American Intercontinental University

Martins Idahosa  
D.B.A. Walden University  
M.S.I. Kaplan University  
M.B.A. Kaplan University

Gabriel Isaacs  
Ph.D. New Mexico State University  
M.S.E.M. University of Louisville  
B.S. Universidad Santa Maria La Antigua

Glen Ishoy  
Ph.D. Georgia State University  
M.A. University of West Georgia  
B.S. University of Utah

Tanya Johnson  
Ph.D. Barry University  
M.A. Liberty University  
B.S. University of Utah

Carol Just  
O.T.D. Rocky Mountain University  
M.S. Temple University

B.S. Temple University

Georgia Justus

D.B.A. Walden University

M.B.A. Florida International University

B.S. University College of the Caribbean

Dennis Kalam

Ph.D. Lynn University

M.B.A. Nova Southeastern University

M.S. Nova Southeastern University

B.S. Nova Southeastern University

Christine Kessler

D.Ed. Pennsylvania State University

M.M.S. St. Francis College

B.S. St. Francis College

Andrew Kirschner

Ed.D. Walden University

M.A. Florida Atlantic University

B.A. The George Washington University

Eugene Komaroff

Ph.D. University of Miami

M.A. Brooklyn College of the City University  
of NY

B.A. Lehman College of the City University  
of NY

Lisa Kramer

D.C.S. Colorado Technical University

M.B.A. Colorado Technical University

B.S. Colorado Technical University

Deirdre Krause

Ph.D. University of Miami

M.A. New York University

B.S. Hunter College

Daniel Kuchinka

Ph.D. Capella University

M.S. Minnesota State University, Mankato

B.A. St. Cloud State University

Alicia Law

D.B.A. Argosy University

M.B.A. Argosy University

Erin Lawson

Psy.D. Georgia Southern University

M.S. Georgia Southern University

B.S. Georgia Southern University

Toccara Lee

D.B.A. Walden University

M.B.A. University of Phoenix

Edel Lemus

D.B.A. Argosy University

M.I.B.A. Nova Southeastern University

B.A. Nova Southeastern University

Renee Levy

M.M.S. Nova Southeastern University

B.S. Nova Southeastern University

Gregory Lindsteadt

Ph.D. University of Indiana-Bloomington

M.S. University of Central Missouri

B.S. University of Nebraska-Kearney

Nancy Maldonado

Ph.D. Barry University

M.A. Barry University

B.S. Florida International University

B.A. Florida International University

Diana Martin

Ph.D. University of South Florida

M.Ed. Florida Atlantic University

B.A. University of Florida

Mary Martin

Ph.D. Florida Atlantic University

M.S. Pace University

B.S. Long Island University

Broderick Martinez

D.B.A. Argosy University

M.A. Nova Southeastern University

M.B.A. Nova Southeastern University

B.A. Florida International University

Rafael Martinez Munoz

Ph.D. University of Puerto Rico  
M.B.A. University of Puerto Rico, EGAE  
B.A. University of Puerto Rico

Rebecca McLaughlin  
M.M.S Nova Southeastern University  
M.A. Florida State University  
B.A. Florida State University

Richard Mendelson  
Ph.D. Capella University  
M.S. University of Phoenix  
B.S. San Francisco State University

Ilene Miller  
Ed.D. Nova Southeastern University  
M.S. Nova Southeastern University  
B.S. University of South Florida

Demetrice Morrison  
D.C.N. Maryland University of Integrative  
Health  
M.S. Barry University  
B.S. Florida International University

Anne Moscony  
O.T.D. University of St. Augustine for  
Health Sciences  
M.S. New York University  
B. A. Psychology and Studio Art

Lawren Mundy  
Ph.D. Florida Atlantic University  
M.S. University of Miami  
B.S. Florida State University

Anne Nelson  
Post-doctoral Stanford University  
D.B.A. Nova Southeastern University  
M.B.A. Averett-University  
B.A. University of North Carolina

Hillar Neumann  
Ph.D. Rutgers University  
M.A. University of New Hampshire

Michael Olsher  
Ph.D. Fordham University

M.B.A. New York University  
B.A. University of Pittsburgh

Theophilus Owusu  
D.Sc. Robert Morris University  
M.S. Robert Morris University  
B.S. Robert Morris University

Robert Palmer  
Ph.D. Capella University  
M.S. Palm Beach Atlantic University  
M.Div. Calvary Baptist Theology Seminary  
B.A. Pillsbury College

Victoria Panna  
Ph.D. Widener University  
M.A. Villanova University

Tamara Pinchevsky-Font  
Dr.O.T. Nova Southeastern University  
M.O.T. Nova Southeastern University  
B.S. Nova Southeastern University

Manuel Porth  
M.D. Wayne State University School of  
Medicine  
Ph.D. Monteith College Wayne State  
University

Martha Rader  
Ph.D. Chicago School of Professional  
Psychology  
M.B.A. Northwood University  
B.S. Northwood University

Juan Ramirez  
D.H.S. Nova Southeastern University  
M.S. Florida Atlantic University  
M.B.A. University of Miami  
B.S. Florida International University

Michael Record  
Ph.D. Keiser University  
M.S. Nova Southeastern University  
B.A. Florida Atlantic University

Laura Reyes  
O.T.D. University of St. Augustine

M.O.T. Nova Southeastern University  
B.S. Nova Southeastern University

Jeff Ritter

D.B.A. Nova Southeastern University  
M.B.A. Long Island University  
B.B.A. Baruch University College

Ashlee Robertson

Ph.D. Capella University  
M.S. University of New England  
B.S. State University of New York

Manuel Rosa

Ed.D. Florida International University  
M.A. New York University  
B.A. Rutgers University

Steven Roth

Ed.D. Nova Southeastern University  
M.A. New York State University  
B.A. Grand Canyon University  
B.A. Brooklyn College

Jan Saeger

D.HEd. A.T. Still University  
M.S. A.T. Still University  
B.A. Alfred University

Armando Salas Amaro

D.B.A. University of Phoenix  
M.B.A. St. Thomas University  
B.B.A. Florida International University

Zahira Sanabria

D.N.P. University of Miami  
M.S.N. University of Phoenix  
B.S.N. Universidad Metropolitana

Christina Sanford

Dr.O.T. Nova Southeastern University  
M.O.T. Nova Southeastern University

Bunney Schmidt

D.B.A. Nova Southeastern University  
M.S. Utah State University  
B.S. Utah State University

Kelly Schmitt

Ph.D. University of Massachusetts Amherst  
M.S. University of Massachusetts Amherst  
B.A. University of Wisconsin at Milwaukee

Robin Schupper

Psy.D. Florida Institute of Technology  
M.S. Florida Institute of Technology  
B.A. Jacksonville University

Kelly Schwirzke

Ed.D. Argosy University  
M.S. National University  
B.A. California State University

Karen Scotti

D.C. New York Chiropractic College  
M.B.A. University of Bridgeport  
B.S. Manhattan College

Laurie Slifka

Ph.D. University of Missouri-St. Louis  
M.A. University of Missouri-St. Louis  
B.A. University of Missouri-St. Louis

Cheryl Smith

Ph.D. Regent University  
M.A. Richmond Graduate University

Annette Sophin

M.S. Nova Southeastern University  
B.S. The Brooklyn Hospital Physician  
Assistant Program  
B.A. SUNY at Stony Brook

Gerald Sullivan

D.B.A. Nova Southeastern University  
M.B.A. Georgia State University  
B.B.A. University of Georgia

Andrea Thompson

Ph.D. Barry University  
M.S. Nova Southeastern University  
B.S. University of Maryland

Laura Thompson

D.B.A. Argosy University

M.S. Mercer University

Denis Tocci

Ph.D. Regent University

M.S. University of Southern California

B.S. Colorado State University

Alex Toth

Ph.D. University of South Florida

M.S. University of Cincinnati

B.S. Toccoa Fall College

Emmanuel Touze

Ph.D. Keiser University

MA. Florida Memorial University

Sonia Troche

Ph.D. Pontifical Catholic University

MSEd Pontifical Catholic University

B.A. Pontifical Catholic University

David Tucker

Ph.D. University of Arkansas

M.A. Georgetown University

B.S. Harding College

Frederick Turner II

Ph.D. Nova Southeastern University

M.P.A. Troy University

B.A. Saint Leo University

Stephanie VanDeventer

Ph.D. University of South Florida

M.A. University of South Florida

B.S. University of the State of New York

Gregory Vecchi

Ph.D. Nova Southeastern University

M.S. University of Alabama

B.S. Park College

Rita Westerman-Bolton

Ph.D. Argosy University

M.S. Missouri State University

B.A. Missouri State University

Steven Whitaker

Ph.D. Capella University

M.A. Capella University

Glendon B. Williams

Ph.D. Walden University

M.B.A. Western International University

B.S. Western International University

*College of Chiropractic Medicine  
Dean*

Michael Wiles

Ed.D. University of Liverpool

D.C. Canadian Memorial Chiropractic  
College

M.S. University of New England, College of  
Osteopathic Medicine

M.Ed. Brock University

B.S. University of Toronto

*Faculty*

Victor Benavides

D.C. Southern California University of  
Health Sciences

M.B.A. Marylhurst University

B.S.N. Hardin-Simmons University

B.S. Southern California University of  
Health Sciences

Geracimo Bracho

Ph.D. University of California, Davis

M.S. University of California, Davis

B.S. University of Zulia

John DeLuca

M.D. St. George's University

D.C. Life University

M.S. University of Bridgeport

B.S. Penn State University

Norbert Dombrowsky

D.C. Canadian Memorial Chiropractic  
College

M. Berenice Duran

Ph.D. City University of New York

M.S. Montclair State University

M. Ram Gudavalli

Ph.D. University of Cincinnati

M. McMaster University  
M.S. Indian Institute of Technology

Jennifer Illes  
D.C. New York Chiropractic College  
M.S. National University of Health Sciences  
B.S. Brock University

Maryam Izadi  
M.D. Hamedan University of Medical  
Sciences

Ralph Kruse  
D.C. National University of Health Sciences  
B.S. National University of Health Sciences  
B.S. State University of New York

George Lisjak  
D.C. Life University  
M.S. New York Chiropractic College

Manuel Perez  
M.D. University of Havana

Jaya Prakash  
M.D. University of Poona  
M.B.B.S. University of Poona  
M.P.H. Benedictine University

Gregory Priest  
D.C. Life University

Janet Sikora  
D.C. New York Chiropractic College  
M.S. New York Chiropractic College  
B.S. University of Florida

Eugene Spilker  
D.P.H.E. Logan University  
D.C. Logan University  
B.S. Logan University

Janice Stone  
D.C. Logan College of Chiropractic  
B.S. Howard University

Ron Wellikoff  
D.C. Columbia Institute of Chiropractic

Bret White  
M.H.S. Nova Southeastern University  
D.C. New York Chiropractic College  
B.S. State University of New York, Albany

Marlene Wolf  
M.D. Medical College of Pennsylvania  
B.A. University of Pennsylvania

*Master of Science in Nurse  
Anesthesia/Doctor of Nurse  
Anesthesia Practice - Naples*

*Dean of Nurse Anesthesia/Program  
Director*

Lauren Corder, CRNA  
Ed.D. NOVA Southeastern University  
M.S. Florida Gulf Coast University

*Assistant Director*

Thomas Lansden, CRNA  
D.N.P. Northeastern University  
M.S. Xavier University of Louisiana

*Faculty*

Leonardo Campero, CRNA  
D.N.A.P. Wolford College  
M.S. Wolford College

Joseph Curione, CRNA  
M.D. Temple University  
B.S. Rowan University

Michele McGuire, CRNA  
D.N.A.P. Wolford College  
M.S. Wolford College

Kathleen Minott, CRNA  
D.N.A.P. Wolford College  
M.S. Wolford College

Anthony Pellone  
PharmD University of Florida

Richard Schumacher  
PharmD University of Florida

Charice Zaehring, CRNA  
D.N.P. University of Southern Indiana  
M.S. Texas Wesleyan University

*Graduate Certificate in Management  
and Leadership – Spanish –  
Nicaragua*

Cuahtemoc Esquivel Garcia  
Ph.D. Universidad Complutense de Madrid,  
Spain  
M.A. Universidad Internacional de  
Andalucía, Spain  
B.A. UNAM, México

María Cristina Fernández  
Ph.D. Universidad de Almería, Spain  
M.A. Universidad Central de Venezuela,  
Venezuela  
B.A. Universidad Central de Venezuela,  
Venezuela

Mateo Lesizza  
D.B.A. Grenoble Ecole de Management,  
France  
M.B.A. INCAE Business School, Nicaragua  
B.S. Universidad Católica Andrés Bello,  
Venezuela

Luis Molina  
Ph.D. Nova Southeastern University  
M.B.A. Regis University  
B.A. Central America University, Nicaragua

Edwin Mourino  
Ph.D. Barry University  
M.A. University of Southern Mississippi  
B.A. Central State University of Oklahoma

Gabriel Telleria  
Ph.D. Virginia Polytechnic Institute and  
State University  
M.U.R.P. Virginia Polytechnic Institute and  
State University  
B.A. Virginia Polytechnic Institute and State  
University

## Graduate School Academic Calendar

### **Term Calendar 2021**

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

1/1/21  
01/11/21-05/02/21  
01/11/21-03/07/21  
**01/18/21**  
01/19/21  
02/15/21  
02/16/21  
03/08/21-05/02/21  
**04/02/21-04/05/21**  
04/06/21  
05/03/21-05/09/21  
05/10/21-08/29/21

**New Year's Day**  
Winter Semester  
Term A Classes Begin  
**Martin Luther King Jr. Day**  
Return  
**President's Day**  
Return  
Term C Classes Begin  
**Easter Break**  
Return  
**Spring Break**  
Summer Semester



05/10/21-07/04/21  
**05/31/21**  
06/01/21  
07/05/21-08/29/21  
**07/05/21**  
07/06/21  
08/30/21-12/19/21  
08/30/21-10/24/21  
**09/06/21**  
09/07/21  
10/25/21-12/19/21  
**11/11/21**  
11/12/21  
**11/25/21-11/28/21**  
11/29/21  
**12/20/21-01/09/22**

Term A Classes Begin  
**Memorial Day**  
Return  
Term C Classes Begin  
**Independence Day (observed)**  
Return  
Fall Semester  
Term A Classes Begin  
**Labor Day**  
Return  
Term C Classes Begin  
**Veterans Day**  
Return  
**Thanksgiving Break**  
Return  
**Holiday**

## Term Calendar 2022

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

1/1/22  
01/10/22-05/01/22  
01/10/22-03/06/22  
**01/17/22**  
01/18/22  
**02/21/22**  
02/22/22  
03/07/22-05/01/22  
**04/15/22-04/18/22**  
04/19/22  
05/02/22-05/08/22  
05/09/22-08/28/22  
Summer Semester  
05/09/22-07/03/22  
**05/30/22**  
05/31/22  
07/04/22-08/28/22  
**07/04/22**  
07/05/22  
08/29/22-12/18/22  
Fall Semester  
08/29/22-10/23/22  
**09/05/22**  
09/06/22

**New Year's Day**  
Winter Semester  
Term A Classes Begin  
**Martin Luther King Jr. Day**  
Return  
**President's Day**  
Return  
Term C Classes Begin  
**Easter Break**  
Return  
**Spring Break**  
  
Term A Classes Begin  
**Memorial Day**  
Return  
Term C Classes Begin  
**Independence Day**  
Return  
  
Term A Classes Begin  
**Labor Day**  
Return

10/24/22-12/18/22  
**11/11/22**  
11/12/22  
**11/24/22-11/27/22**  
11/28/22  
**12/19/22 -01/08/23**

Term C Classes Begin  
**Veterans Day**  
Return  
**Thanksgiving Break**  
Return  
**Holiday**

## **Term Calendar 2023**

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

1/1/23  
01/09/23-04/30/23  
01/09/23-03/05/23  
**01/16/23**  
01/17/23  
**02/20/23**  
02/21/23  
03/06/23-04/30/23  
**04/07/23-04/10/23**  
04/11/23  
05/01/23-05/07/23  
05/08/23-07/27/23  
Summer Semester  
05/08/23-07/02/23  
**05/29/23**  
05/30/23  
07/03/23-08/27/23  
**07/04/23**  
07/05/23  
08/28/23-12/17/23  
Fall Semester  
08/28/23-10/22/23  
**09/04/23**  
09/05/23  
10/23/23-12/17/23  
**11/10/23**  
11/13/23  
**11/23/23-11/26/23**  
11/27/23  
**12/18/23-01/07/24**

**New Year's Day**  
Winter Semester  
Term A Classes Begin  
**Martin Luther King Jr. Day**  
Return  
**President's Day**  
Return  
Term C Classes Begin  
**Easter Break**  
Return  
**Spring Break**  
  
Term A Classes Begin  
**Memorial Day**  
Return  
Term C Classes Begin  
**Independence Day**  
Return  
  
Term A Classes Begin  
**Labor Day**  
Return  
Term C Classes Begin  
**Veterans Day**  
Return  
**Thanksgiving Break**  
Return  
**Holiday**

## **Term Calendar 2024**

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

1/1/24  
01/08/24-04/28/24  
  
**01/15/24**  
01/16/24  
**02/19/24**  
02/20/24  
03/04/24-04/28/24  
**03/29/24-04/01/24**  
04/02/24  
04/29/24-05/05/24  
05/06/2024-08/25/18  
05/06/24-06/30/24  
**05/27/24**  
05/28/24  
07/01/24-08/25/24  
**07/04/24**  
07/05/24  
08/26/24-09/01/24  
09/02/24-12/22/24  
Fall Semester  
09/02/24-10/27/24  
**09/02/24**  
09/03/24  
10/28/24-12/22/24  
**11/11/24**  
11/12/24  
**11/28/24-12/1/24**  
12/02/24  
**12/23/24-01/12/25**

**New Year's Day**  
Winter Semester  
01/08/24-03/03/24 Term A Classes Begin  
**Martin Luther King Jr. Day**  
Return  
**President's Day**  
Return  
Term C Classes Begin  
**Easter Break**  
Return  
**Spring Break**  
Summer Semester  
Term A Classes Begin  
**Memorial Day**  
Return  
Term C Classes Begin  
**Independence Day**  
Return  
**Summer Break**  
  
Term A Classes Begin  
**Labor Day**  
Return  
Term C Classes Begin  
**Veterans Day**  
Return  
**Thanksgiving Break**  
Return  
**Holiday**

## **Term Calendar 2025**

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

1/1/25  
01/13/25-05/04/25  
01/13/25-03/09/25  
**01/20/25**  
01/22/25

**New Year's Day**  
Winter Semester  
Term A Classes Begin  
**Martin Luther King Jr. Day**  
Return

**02/17/25**  
 02/19/25  
 03/10/25-05/04/25  
**04/18/25-04/21/25**  
 04/22/25  
 05/05/25-05/11/25  
 05/12/25  
 05/12/25-08/31/25  
 05/12/25-07/6/25  
**05/26/25**  
 05/28/25  
 07/07/25-07/31/25  
**07/04/25**  
 07/07/25  
 09/01/25-12/21/25  
 09/01/25-10/26/25  
**09/01/25**  
 09/03/25  
 10/27/25-12/21/25  
**11/11/25**  
 11/12/25  
**11/27/25-11/30/25**  
 12/01/25  
**12/22/25-01/11/26**

**President's Day**  
 Return  
 Term C Classes Begin  
**Easter Break**  
 Return  
**Spring Break**  
 Return  
 Summer Semester  
 Term A Classes Begin  
**Memorial Day**  
 Return  
 Term C Classes Begin  
**Independence Day**  
 Return  
 Fall Semester  
 Term A Classes Begin  
**Labor Day**  
 Return  
 Term C Classes Begin  
**Veterans Day**  
 Return  
**Thanksgiving Break**  
 Return  
**Holiday**

## **Term Calendar 2026**

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

01/01/26  
 01/12/26-05/03/26  
 01/12/26-03/08/26  
**01/19/26**  
 01/20/26  
**02/16/26**  
 02/17/26  
 03/09/26-05/03/26  
**04/03/25-04/06/26**  
 04/07/26  
 05/04/26-05/10/26  
 05/11/26  
 05/11/26-08/30/26  
 05/11/26-07/05/26  
**05/25/26**

**New Year's Day**  
 Winter Semester  
 Term A Classes Begin  
**Martin Luther King Jr. Day**  
 Return  
**President's Day**  
 Return  
 Term C Classes Begin  
**Easter Break**  
 Return  
**Spring Break**  
 Return  
 Summer Semester  
 Term A Classes Begin  
**Memorial Day**

05/26/26  
07/06/26-08/30/26  
**07/03/26**  
07/06/26  
08/31/26-12/20/26  
08/31/26-10/25/26  
**09/07/26**  
09/08/26  
10/26/26-12/20/26  
**11/11/25**  
11/12/25  
**11/26/26-11/29/26**  
11/30/26  
**12/21/26-01/10/26**

Return  
Term C Classes Begin  
**Independence Day (observed)**  
Return  
Fall Semester  
Term A Classes Begin  
**Labor Day**  
Return  
Term C Classes Begin  
**Veterans Day**  
Return  
**Thanksgiving Break**  
Return  
**Holiday**

## Term Calendar 2027

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

01/01/27  
01/11/27-05/02/27  
01/11/27-02/07/27  
01/18/27  
01/19/27  
02/08/27-03/07/27  
02/15/27  
02/16/27  
03/08/27-04/04/27  
04/05/27-05/02/27  
03/26/27-03/29/27  
03/30/27  
05/03/27—05/09/27  
05/10/27-08/29/27  
05/10/27-06/06/27  
05/31/27  
06/01/27  
06/07/27-07/04/27  
07/05/27-08/01/27  
07/05/27  
07/06/27  
08/02/27-08/29/27  
08/30/27-12/19/27  
08/30/27-09/26/27  
09/06/27  
09/07/27

**New Year's Day**  
Winter Semester  
Term A Classes Begin  
**Martin Luther King Jr. Day**  
Return  
Term B Classes Begin  
**President's Day**  
Return  
Term C Classes Begin  
Term D Classes Begin  
**Easter Break**  
Return  
**Spring Break**  
Summer Semester  
Term A Classes Begin  
**Memorial Day**  
Return  
Term B Classes Begin  
Term C Classes Begin  
**Independence Day (observed)**  
Return  
Term D Classes Begin  
Fall Semester  
Term A Classes Begin  
**Labor Day**  
Return

09/27/27-10/24/27  
10/25/27-11/21/27  
**11/11/27**  
11/12/27  
11/22/27-12/19/27  
11/25/27-11/28/27  
11/29/27  
12/20/27-01/09/28

Term B Classes Begin  
Term C Classes Begin  
**Veterans Day**  
Return  
Term D Classes Begin  
**Thanksgiving Break**  
Return  
**Holiday**

## **Term Calendar 2028**

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

1/1/21  
01/10/28-04/30/28  
01/10/28-02/06/28  
**01/17/28**  
01/18/28  
02/21/28  
02/22/28  
03/06/28-04/02/28  
**04/14/28-04/17/28**  
04/18/28  
05/01/28-05/07/28  
05/08/28-08/27/28  
05/08/28-06/04/28  
**05/29/28**  
05/30/28  
07/03/28-07/30/28  
**07/04/28**  
07/05/28  
08/28/28-12/17/28  
08/28/21-09/24/28  
**09/04/28**  
09/05/28  
10/23/28-11/19/28  
**11/13/28**  
11/14/28  
**11/23/28-11/26/28**  
11/27/28  
**12/18/28-01/07/29**

**New Year's Day**  
Winter Semester  
Term A Classes Begin  
**Martin Luther King Jr. Day**  
Return  
**President's Day**  
Return  
Term C Classes Begin  
**Easter Break**  
Return  
**Spring Break**  
Summer Semester  
Term A Classes Begin  
**Memorial Day**  
Return  
Term C Classes Begin  
**Independence Day**  
Return  
Fall Semester  
Term A Classes Begin  
**Labor Day**  
Return  
Term C Classes Begin  
**Veterans Day (observed)**  
Return  
**Thanksgiving Break**  
Return  
**Holiday**









**ADDENDUM NO. 1**

**TO**

**2021-2022**

**KEISER UNIVERSITY GRADUATE SCHOOL CATALOG  
VOLUME 9, NO. 1, August 30, 2021**

**Effective October 1, 2021**

## KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following *Addendum No. 1* represents additions, changes and deletions to the *2021-2022 Keiser University Graduate School Catalog*, Volume 9, No. 1, and is effective October 1, 2021.

### Table of Contents

Pg. 139, Program Descriptions, Master of Business Administration Degree .....	3
Pg. 168-9, Program Descriptions, Education, Allied Health Teaching and Learning .....	3
Pg. 169-170, Program Descriptions, Education, Career College Administration .....	3
Pg. 171, Program Descriptions, Education, Leadership .....	3
Pg. 172-3, Program Descriptions, Education, Instructional Design and Technology .....	3
Pg. 173-4, Program Descriptions, Education, Teaching and Learning .....	4
Pg. 177-8, Program Descriptions, Joint Graduate Degree Programs, Education and Business .	4
Pg. 247, Course Descriptions .....	4
Pg. 250, Course Descriptions .....	5
Pg. 256, Course Descriptions .....	5
Pg. 313, Administration, Faculty, and Staff .....	5

Pg. 139, Program Descriptions, Master of Business Administration Degree

Add subheading "Accelerated BABA to MBA Track" and the following statement beneath "Program Description" paragraph:

Students enrolled in Keiser University's accelerated BABA to MBA track take the two graduate-level courses listed below in place of the two corresponding undergraduate-level courses, thus accelerating completion of the MBA degree.

The following graduate-level MBA courses

- MAN571 Organizational Behavior
- MAN551 International Business

are taken instead of the following BA in Business Administration courses

- MAN3025 Organizational Behavior
- MAN4602 International Business

Pg. 168-9, Program Descriptions, Education, Allied Health Teaching and Learning

Under **Program Outline**, delete:

EDU 513      Advanced Curriculum Design      3.0 credit hours

and add

EDU 513      Introduction to Curriculum and  
Instructional Design      3.0 credit hours

Pg. 169-170, Program Descriptions, Education, Career College Administration

Under **Program Outline**, delete:

EDU 513      Advanced Curriculum Design      3.0 credit hours

and add

EDU 513      Introduction to Curriculum and  
Instructional Design      3.0 credit hours

Pg. 171, Program Descriptions, Education, Leadership

Under **Program Outline**, delete:

EDU 513      Advanced Curriculum Design      3.0 credit hours

and add

EDU 513      Introduction to Curriculum and  
Instructional Design      3.0 credit hours

Pg. 172-3, Program Descriptions, Education, Instructional Design and Technology

Under **Program Outline**, delete:

EDU 513      Advanced Curriculum and Instructional  
Design      3.0 credit hours

and add

EDU 513      Introduction to Curriculum and

	Instructional Design	3.0 credit hours
<i>and delete:</i>		
EDU572	Design and Delivery of Web Conferences and Webinars	3.0 credit hours
<i>and add</i>		
IDT 577	Management of Technology Based Instructional Implementation and Evaluation	3.0 credit hours

[Pg. 173-4, Program Descriptions, Education, Teaching and Learning](#)

*Under **Program Outline**, delete:*

EDU 513	Advanced Curriculum and Instructional Design	3.0 credit hours
<i>and add</i>		
EDU 513	Introduction to Curriculum and Instructional Design	3.0 credit hours

[Pg. 177-8, Program Descriptions, Joint Graduate Degree Programs, Education and Business](#)

*Under **Program Outline**, delete:*

EDU 513	Advanced Curriculum and Instructional Design	3.0 credit hours
<i>and add</i>		
EDU 513	Introduction to Curriculum and Instructional Design	3.0 credit hours

[Pg. 247, Course Descriptions](#)

*Delete:*

**EDU513 (3.0 credit hours)**

*Advanced Curriculum Design and Instruction*

This course is an examination of instructional design theory, methodology, and trends with application for all educational environments, including K-12 and higher education. Students will examine the literature and apply instructional design theory, techniques and methods to the development of a complete piece of instruction, considering the needs of a diverse population of teachers and learners in a rapidly changing society and educational system

*and add:*

**EDU513 (3.0 credit hours)**

*Introduction to Curriculum and Instructional Design*

This course, intended for both teachers and non-teaching professionals, will introduce the student to basic concepts in the field of curriculum, as well as to the essential elements of designing and aligning curriculum and instruction. Students will learn about the nature of curriculum, how it differs from instruction, how to develop lesson plans that work within the curriculum and its objectives, how to evaluate a curriculum to suit a given need or situation, and where we see curriculum and design in the larger world.

## [Pg. 250, Course Descriptions](#)

*Delete:*

### **EDU572 (3.0 credit hours)**

#### *Design and Delivery of Web Conferences and Webinars*

Students examine different strategies, software programs, and models to create effective educational seminars, conferences, and professional development. The course prepares students to incorporate learning theory to design, deliver and evaluate web-based projects for classmates and other potential learners and stakeholders.

## [Pg. 256, Course Descriptions](#)

*Add the following two courses:*

### **IDT575 (3.0 credit hours)**

#### *Introduction to Instructional Systems Design*

This course is designed to develop skills and strategies utilizing best practices for carrying out instructional program analyses and design. It focuses on various models of instructional program design and development used by instructional designers and other curriculum experts, the roles and competencies of an instructional systems design leader and team members, the steps and analyses carried out in the Analysis and Design stage - of the ISD process, ISD team management, ISD organizations, and professional development in the field.

### **IDT576 (3.0 credit hours)**

#### *Instructional Materials Development*

This course is designed to develop an understanding of the major learning theories applicable to the ISD process, steps and best practices needed in the Design and Implementation Stages of ISD, and current trends and issues in educational technology. Other topics include IDT career professional development planning, best practices needed to convert on-ground courses to online delivery, effective use of multimedia, collaboration, graphics, student support, usability, and navigation options/apps in online learning, and choosing/using online learning management systems.

*After IDT577, add:*

### **IDT720 (3.0 credit hours)**

#### *Designing Training and Performance Solutions*

Educational managers are more effective if they possess a repertoire of training and performance tools with which to manage teachers, staff, and students. This course is designed to give educational leaders the theoretical and practical skills to design training and performance solutions, integrating instructional design techniques common in education today. Course topics include learning theories, instructional and performance design models, assessment and evaluation techniques, and training technology. Students design and implement an intervention by conducting a needs assessment, diagnosing the results, developing a solution for the performance gap, and continuously evaluating and assessing the intervention.

## [Pg. 313, Administration, Faculty, and Staff](#)

*Delete:*

Nancy Maldonado

Ph.D. Barry University

M.A. Barry University

B.S. Florida International University

B.A. Florida International University



**ADDENDUM NO. 2**

**TO**

**2021-2022**

**KEISER UNIVERSITY GRADUATE SCHOOL CATALOG  
VOLUME 9, NO. 1, August 30, 2021**

**Effective November 1, 2021**

## KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following *Addendum No. 2* represents additions, changes and deletions to the *2021-2022 Keiser University Graduate School Catalog*, Volume 9, No. 1, and is effective November 1, 2021.

### Table of Contents

Pg. 76, Graduate School Satisfactory Academic Progress .....	3
Pg. 76, Tuition, Fees, and Other Costs .....	3
Pg. 80, Required and Optional Fees for Programs.....	3
Pg. 193, Nursing, Program Descriptions .....	4
Pg. 293, Course Descriptions.....	4



Pg. 76, Graduate School Satisfactory Academic Progress

Under **Academic/Financial Aid Probation Appeal**, beginning with the sentence that says, "These standards apply to all students..." delete that paragraph and add:

These standards apply to all students (those receiving veterans' benefits, those receiving financial aid and cash-paying students). The Veterans' Administration is notified of unsatisfactory progress of a veteran student who remains on Academic Financial/Aid Warning beyond two consecutive semesters. At that point, Veterans Benefits can be terminated. A student terminated from Veterans Benefits due to unsatisfactory progress may be recertified for benefits once the following conditions are satisfied:

1. To initiate action by VA to determine whether further payments of VA educational assistance allowance should be authorized, the student must submit a specific request for resumption of VA benefits following an interruption due to unsatisfactory progress or conduct. Requests may be submitted on VA Form 22-1995 or VA Form 22- 5495.
2. Student must submit an Action Plan to achieve academic success to the institution to be filed in their VA file.
3. Student must be mathematically able to meet both the qualitative and quantitative requirements of SAP.

Pg. 76, Tuition, Fees, and Other Costs

Under **Initial Fees**, add to the list:

Doctor of Chiropractic only

\$4,165 NBCE license exam fee

(This mandatory, one-time charge is billed at the beginning of the program and is non-refundable in the event of a withdrawal.)

Under **Other fees** (p. 77), delete the following two rows:

Program Fees – Required for Clinical/Licensure	Variable
Chiropractic Miscellaneous Additional Fees	Variable

Pg. 80, Required and Optional Fees for Programs

To the **Doctor of Chiropractic** list of **Required fees**, add:

NBCE Parts I-IV and Physiotherapy \$4,165

- Part I \$710
- Part II \$710

- Part III \$710
- Physiotherapy \$450
- Part IV \$1585

Pg. 193, Nursing, Program Descriptions

Under **Program Outline**, delete:

NUR 660	Principles of Pharmacology for Advanced Practice	3.0 credit hours
NUR 670	Advanced Health Assessment for Best Practice	3.0 credit hours
<i>and add:</i>		
NUR 661	Principles of Pharmacology for Advanced Practice II	3.0 credit hours
NUR 671	Advanced Health Assessment and Diagnostic Reasoning II	3.0 credit hours

Pg. 293, Course Descriptions

*Change:*

**NUR671 (3.0 credit hours)**

Advanced Health Assessment and Diagnostic Reasoning

*to:*

**NUR671 (3.0 credit hours)**

Advanced Health Assessment and Diagnostic Reasoning II



**ADDENDUM NO. 3**

**TO**

**2021-2022**

**KEISER UNIVERSITY GRADUATE SCHOOL CATALOG  
VOLUME 9, NO. 1, August 30, 2021**

**Effective November 26, 2021**

## KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following *Addendum No. 3* represents additions, changes and deletions to the *2021-2022 Keiser University Graduate School Catalog*, Volume 9, No. 1, and is effective November 26, 2021.

### Table of Contents

Pg. 16, Accreditation, MS Occupational Therapy .....	3
Pg. 16, Accreditation, Physician Assistant Program.....	3
Pg. 118, Degree Requirements PhD in Criminal Justice and Criminology .....	3
Pg. 205, Program Descriptions, PhD in Criminal Justice and Criminology .....	4
Pg. 221, Course Descriptions.....	4
Pg. 221, Course Descriptions.....	5
Pg. 229, Course Descriptions.....	5

### Pg. 16, Accreditation, MS Occupational Therapy

*Delete the ninth bullet concerning **MSOT** and add the following:*

The Master of Science in Occupational Therapy (MSOT) Bridge program at the Keiser University Fort Lauderdale Campus is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

The Master of Science in Occupational Therapy (MSOT) Bridge program at Keiser University Fort Myers Campus is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

ACOTE can be reached at the Accreditation Council for Occupational Therapy Education, American Occupational Therapy Association, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, phone: (301) 652-AOTA, website: <https://www.acoteonline.org>.

### Pg. 16, Accreditation, Physician Assistant Program

*Delete the tenth bullet, concerning the Physician Assistant program, and add:*

*ARC-PA has accepted the voluntary withdrawal of the Keiser University PA Program from the ARC-PA accreditation process. Effective **December 31, 2021**, the ARC-PA shall withdraw accreditation of the Keiser University PA Program. Subject to fulfillment of all requirements imposed by the ARC-PA, the Keiser University PA Program will remain accredited on probation through **December 31, 2021**. The Keiser University PA Program will not accept any new students for enrollment. Specific questions regarding the Keiser University PA Program and its plans should be directed to the Program Director, Ms. Renee Levy. Following a teach out of the class of 2021, graduating in December of 2021, KU will close the program no later than **December 31, 2021**.*

### Pg. 118, Degree Requirements PhD in Criminal Justice and Criminology

*Replace Requirements for Doctor of Philosophy in Criminal Justice and Criminology with following:*

To earn a Doctor of Philosophy degree from Keiser University, students must accomplish the following:

- Earn a minimum of **54** graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final **48** credits of the PhD program through Keiser University
- Complete all PhD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete two residencies before taking the comprehensive examination
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering into dissertation courses
- Maintain active student status until dissertation is approved
- Complete a proposal approved by a dissertation committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation committee
- Successfully defend the dissertation

## Pg. 205, Program Descriptions, PhD in Criminal Justice and Criminology

*Under Program Outline, change the following:*

To receive a Doctor of Philosophy in Criminal Justice and Criminology degree, students with a Master's degree must earn **54** graduate semester credit hours as described below. Baccalaureate students may be awarded the M.A. en route to the Ph.D. These students may apply to be awarded the M.A. in Criminal Justice. To be eligible, students must have completed all degree requirements of the M.A. in Criminal Justice. The length of the master's entry program is approximately **40** months, whereas the length of the baccalaureate entry program is approximately **58** months.

Doctor of Philosophy in Criminal Justice and Criminology Major Core Courses (**54.0-81.0** credit hours)

Pre-requisite Courses (**33.0** credit hours, for students without a Master's degree)

MACJ501 Seminar in Criminal Justice (co-requisite course)	3.0 credit hours
MACJ511 Seminar in Law Enforcement	3.0 credit hours
MACJ512 Seminar in Court Systems	3.0 credit hours
MACJ513 Seminar in Correctional Systems	3.0 credit hours
MACJ514 Theory in Criminology and Criminal Justice	3.0 credit hours
MACJ550 The Juvenile Justice System	3.0 credit hours
<b>CRJ720 Criminal Justice Policies and Practices</b>	<b>3.0 credit hours</b>
CRJ760 Advanced Criminal Justice Leadership	3.0 credit hours
MACJ590 Research Methods in CJ	3.0 credit hours
<b>MACJ610 Capstone</b>	<b>3.0 credit hours</b>

(Pre-requisite: MACJ501, MACJ511, MACJ512, MACJ513, MACJ514, MACJ520, MACJ550, MACJ590, RSM551, RSM611, CRJ760, and CRJ780)

Foundation Courses (**21.0 – 27.0 credit hours**)

CRJ700 Proseminar in Criminal Justice and Criminology	3.0 credit hours
CRJ710 Criminological Theory	3.0 credit hours
CRJ715 Advanced Criminological Theory	3.0 credit hours
CRJ720 Criminal Justice Policies and Practices	3.0 credit hours
CRJ730 Police and Society	3.0 credit hours
CRJ750 Criminal Justice Program Evaluation	3.0 credit hours
CRJ760 Advanced Criminal Justice Leadership	3.0 credit hours
<b>CRJ765 Crime and Punishment</b>	<b>3.0 credit hours</b>
CRJ790 Special Topics	3.0 credit hours

## Pg. 221, Course Descriptions

### **HUN 503 (3.0 credits)**

#### *Nutrition Assessment*

This course will build on the student's foundation knowledge and skills in the process of performing nutrition assessment specific to disease conditions. The course will further show how biochemistries, anthropometrics, medications, treatments, social and media influences, and other clinical encounters affect the development of the nutrition care plans. Online patient simulations are used to enhance knowledge and skills application to actual practice. No prerequisite.

[Pg. 221, Course Descriptions](#)

*Add:*

**PSY570 (3.0 credit hours)**

*Tests and Measurement*

This course focuses on the understanding, evaluating, and applying concepts of testing and psychological assessment. Students will evaluate the commonly administered testing methods and their functions, while judging their effectiveness based on multicultural variables. Students will synthesize this knowledge in an understanding of the need for reliability, validity, understanding test norms, and the importance of acknowledging and practicing diverse cultural sensitivity in testing and assessment.

[Pg. 229, Course Descriptions](#)

*Add the following new course:*

CRJ765 (3.0 credit hours)

*Crime and Punishment*

This course is designed to provide doctoral students a comprehensive review of sentencing, corrections, and research. The central focus of this course is to analyze criminal justice policies and case studies relevant to historical and contemporary issues facing corrections, sentencing, community corrections, prisons, and capital punishment. The theoretical perspectives of the relationship between crime and punishment in the United States will also be discussed.



**ADDENDUM NO. 4**

**TO**

**2021-2022**

**KEISER UNIVERSITY GRADUATE SCHOOL CATALOG  
VOLUME 9, NO. 1, August 30, 2021**

**Effective January 1, 2022**



## KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following *Addendum No. 4* represents additions, changes and deletions to the *2021-2022 Keiser University Graduate School Catalog*, Volume 9, No. 1, and is effective January 1, 2022.

### Contents

Pg. 5, Table of Contents, Admissions.....	3
Pg. 8, Table of Contents, Degree Requirements.....	3
Pg. 9, Table of Contents, Program Descriptions.....	3
Pg. 32, Program-Specific Admissions Requirements.....	3
Pg. 110, Degree Requirements.....	3
Pg. 121, Program Offerings by the Graduate School.....	4
Pg. 144, Program Descriptions .....	4
Pg. 221, Course Descriptions.....	5

[Pg. 5, Table of Contents, Admissions](#)

*Under **Health Science**, add:*

Master of Science in Exercise and Sport Science

[Pg. 8, Table of Contents, Degree Requirements](#)

*Under **Health Science**, add:*

Master of Science in Exercise and Sport Science

[Pg. 9, Table of Contents, Program Descriptions](#)

*Under **Health Science**, add:*

Master of Science in Exercise and Sport Science

[Pg. 32, Program-Specific Admissions Requirements](#)

*Under **Health Sciences**, add:*

**MASTER OF SCIENCE IN EXERCISE AND SPORT SCIENCE**

*Required documents for admission are as follows:*

- Submission of a completed Graduate School Application.
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree with a completed graduate school application.
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree from an accredited college or university received within the first semester of enrollment.
- Two letters of recommendation received within the first semester of enrollment.
- Minimum GRE composite score of 1350 or MAT score at the 40th percentile received within the first semester of enrollment.
- Formal resume indicating education and complete work history.

[Pg. 110, Degree Requirements](#)

*Under **Health Sciences**, add:*

**REQUIREMENTS FOR MASTER OF SCIENCE IN EXERCISE AND SPORT SCIENCE**

To earn a Master of Science in Exercise and Sport Science degree from Keiser University, students must accomplish the following:

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final

Pg. 121, Program Offerings by the Graduate School

Under **Flagship**, add:

	MS	Exercise and Sport Science	
--	----	----------------------------	--

Pg. 144, Program Descriptions

Under **Health Science, under Master of Science Degrees**, add:

**EXERCISE AND SPORT SCIENCE**

*Program Description*

Keiser University’s Master of Science in Exercise and Sport Science is designed to provide students with the knowledge and skills needed for a professional career in the many fields associated with the Exercise and Sport Science industry. Providing opportunities to apply course related knowledge in advanced settings of the student’s choice, such as collegiate sports programs, rehabilitation clinics, and entrepreneurial fitness businesses.

*Program Objectives*

The following objectives are designed to meet Keiser University’s mission and goals:

- Providing opportunities to apply course related knowledge in advanced settings of the student’s choice, such as collegiate sports programs, rehabilitation clinics, and entrepreneurial fitness businesses.
- Guiding students through curricular and co-curricular projects that result in tangible scholarly outcomes and advanced practitioner skill sets.
- Conducting applied research that allows students a first-hand look at cutting-edge practices in human performance.
- Supporting student-driven investigations that result in both scientific evidence and real-world solutions.
- Providing exploratory investigations into lesser-known areas of practice and scholarship that prompt student reflection on what it means to be a leader in the field of Exercise and Sport Science.

*Program Outline*

To receive a Master of Science in Exercise and Sport Science degree, students must complete 36 graduate semester credit hours (30 credit hours must be completed at Keiser University) as described below. The length of this program is approximately 24 months (96 weeks) (this will vary if a student transfers in credits).

**Exercise and Sport Science Foundation Courses (24.0 credit hours)**

APK 613	Research Methods	3.0 credit hours
PET 597	Reflective Practice for Health and Fitness Professionals	3.0 credit hours
PET 535	Applied Neuromechanics	3.0 credit hours
PET 563	Applied Nutrition	3.0 credit hours
PET 585	Advanced Programming for Health and Human Performance	3.0 credit hours
PET 589	Physiology of Health and Fitness	3.0 credit hours
PET 515	Measurement and Evaluation in Exercise Science	3.0 credit hours
PET 645	Mixed Method Inquiry	3.0 credit hours

**Exercise and Sport Science Elective Courses (Choose Two) (6.0 credit hours)**

PET 537	Psychology of Sports behavior and Performance	3.0 credit hours
PET 637	Applied Sport Psychology	3.0 credit hours
PET 557	Environmental Physiology	3.0 credit hours
PET 572	Physical Activity and Public Health	3.0 credit hours
PET 610	Special Projects	3.0 credit hours
SMO 500	Sport Business Management	3.0 credit hours
SMO 530	Sport Marketing and Revenue Generation	3.0 credit hours

**Exercise and Sport Science Research Courses (Option A) (6.0 credit hours)**

PET 645	Case Study I	3.0 credit hours
PET 646	Case Study II	3.0 credit hours

**Exercise and Sport Science Research Courses (Option B) (3.0 credit hours)**

PET 671	Thesis I	3.0 credit hours
PET 672	Thesis II	3.0 credit hours

[Pg. 221, Course Descriptions](#)

*Add in the appropriate alphabetic order the following:*

APK613 (3.0 credit hours)

**Research Methods**

This course examines established research methods in the field of Exercise and Sport Science. Students will analyze, evaluate, and explain the strengths and limitations of these methods in building the scientific knowledgebase at the disciplinary level.

PET597 (3.0 credit hours)

**Reflective Practice for Health and Fitness Professionals**

This course investigates the role of Action Research methods as a means for independent practitioners to guide their own continuous learning. Students will apply these methods throughout the course to develop their skills as a reflective practitioner.

PET535 (3.0 credit hours)

**Applied Neuromechanics**

This course analyzes neuromuscular and mechanical principles governing human movement. Students will deduce potential problems of practice by applying these principles to real-world phenomena such as injury

and deficits in sports performance.

PET563 (3.0 credit hours)

**Applied Nutrition**

This course analyzes recent advances in nutritional science from the perspective of health and fitness practitioners. Students will apply nutritional science to real-world cases in a manner congruent with their chosen scope of practice.

PET589 (3.0 credit hours)

**Physiology of Health and Fitness**

This course provides an in-depth analysis of the effects of physical stress on the physiological systems. Students will investigate the mechanisms involved in both positive and negative outcomes from a variety of health- and performance-related cases.

PET515 (3.0 credit hours)

**Measurement and Evaluation in Exercise and Sport Science**

This course provides a categorical review of established methods for measuring and evaluating health and human performance. Students will practice various techniques that are most appropriate to their chosen career path.

PET585 (3.0 credit hours)

**Advanced Programming for Health and Performance**

This course will evaluate the processes and outcomes of benchmark rehabilitation and sport-specific programs. Students will apply the principles covered to develop exercise programs for improving health, fitness, and athletic performance in advanced professional settings.

PET645 (3.0 credit hours)

**Mixed Method Inquiry**

This course will examine the strengths and limitations of combining quantitative and qualitative research methods. Students will apply these methods to inform situational problems of practice.

PET537 (3.0 credit hours)

**Psychology of Sports Behavior and Performance**

This course analyzes scientific advances in the area of athletic behavior and performance mindset. Students will apply the principles covered to guide coaching strategies during training and competition.

PET637 (3.0 credit hours)

**Applied Sport Psychology**

This course analyzes various psychological practices intended to improve athletic performance. Students will practice selected strategies during labs that replicate advanced training and competition scenarios.

PET557 (3.0 credit hours)

**Environmental Physiology**

This course examines the relationships between the environment and human physiology. Students will analyze a variety of cases to predict the outcome on health and sports performance.

PET572 (3.0 credit hours)

**Mixed Method Inquiry**

This course examines the role physical activity in the health and wellness of society. Students will analyze common problems to identify potential causes of wellness-related disparities.

PET610 (3.0 credit hours)

**Special Projects**

This course provides an opportunity for students to observe a unique case or phenomenon under the guidance of an expert practitioner or researcher. Students will document and report their field experience in accordance with parameters set by their Institutional Review Board.

SMO500 (3.0 credit hours)

**Sport Business Management**

This course overviews the modern sport industry and examines the foundation for the multi-billion dollar industry. This course deliberates some of the socioeconomic, industrial, and technological movements that have contributed to the success of sports as entertainment. This course discusses the management theories that apply to the industry as well as the current business and social issues it faces. This course emphasizes the managerial and business skills required to operate successfully as a sport business leader.

SMO530 (3.0 credit hours)

**Sport Marketing & Revenue Generation**

This course provides the sport business manager with an overview of the major marketing issues facing the sport industry while introducing the principles of producing revenue for sport organizations. Attention is given to the history of sport marketing, principles of marketing applied to the sport industry, sport consumer behavior, research tools, corporate sponsorship, and evaluation of sport marketing programs. The course also focuses on planning, development, management, and implementation of strategies for successful fundraising events. This course offers a comprehensive overview of reaching consumers to positively impact revenue generating streams of ticket sales, concession sales, and merchandise sales among other areas.

PET645 (3.0 credit hours)

**Case Study I**

This course provides an overview of case study methods for examining a unique phenomenon or problem of practice. Students will develop a case study project and complete their data collection and analysis with the aim of informing a situational phenomenon.

PET646 (3.0 credit hours)

**Case Study II**

(Prerequisite: PET 645 Case Study I)

This course provides guidance on organizational reporting, delivering professional presentations, and disseminating information through public channels such as organizational websites and popular media. Students will complete and report the results of their case study under the guidance of their instructor.

PET671 (3.0 credit hours)

**Thesis I**

This course provides in-depth guidance on primary and secondary data collection and analysis. Students will develop a research project and complete their data collection and analysis with the aim of generalizing results to the greater population.

PET672 (3.0 credit hours)

**Thesis II**

(Prerequisite: PET 671 Thesis I)

This course provides in-depth guidance on scientific reporting and disseminating scientific findings through academic conferences and peer-reviewed journals. Students will complete their thesis and report the results under the guidance of their instructor.