



KEISER®  
UNIVERSITY



## GRADUATE CATALOG

VOLUME 11 NO.1



**2023 – 2024**

**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

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

**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**

6400 US Highway 19 North  
New Port Richey, FL 34652  
(727) 484-3110

**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**

Guan Hailu 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

<b>GENERAL INFORMATION .....</b>	<b>11</b>
<i>Mission Statement .....</i>	<i>11</i>
<i>Philosophy.....</i>	<i>11</i>
<i>Strategic Directions.....</i>	<i>12</i>
<i>History.....</i>	<i>13</i>
<i>Accreditation.....</i>	<i>15</i>
<i>Americans with Disabilities Act.....</i>	<i>16</i>
<i>Equal Opportunity Statement .....</i>	<i>16</i>
<i>Memberships and Approvals.....</i>	<i>17</i>
Association Memberships .....	17
Chamber of Commerce Memberships .....	19
Approvals .....	20
Other Affiliations .....	20
Articulation Agreements .....	21
<i>Governance.....</i>	<i>21</i>
<b>DESCRIPTIONS OF FACILITIES AND EQUIPMENT .....</b>	<b>22</b>
<b>ADMISSIONS .....</b>	<b>33</b>
<i>General Admission Requirements .....</i>	<i>33</i>
<i>Program-Specific Admissions Requirements .....</i>	<i>33</i>
BUSINESS AND TECHNOLOGY.....	33
Doctor of Business Administration .....	33
Master of Accountancy .....	34
Master of Business Administration .....	35
Master of Science in Biomedical Sciences .....	35
Master of Science in Financial Technology.....	36
Master of Science in Information Security .....	36
Master of Science in Information Technology Leadership .....	37
Master of Science in Management (Offered in Spanish).....	38
Master of Science in Organizational Leadership .....	39
Master of Science in Sport Management and Operations .....	39
Graduate Business Certificate in Health services management, management and Leadership, and Marketing .....	40
CHIROPRACTIC MEDICINE .....	40
Doctor of Chiropractic .....	40
EDUCATION .....	41
Doctor of Philosophy (Ph.D.) in Curriculum and Instruction, Educational Leadership, and Instructional Design and Technology and Doctor of Education (Ed.D.) in Educational Leadership and Curriculum Leadership .....	41
Educational Specialist .....	42

Master of Science in Education .....	42
Master of Science in Golf Teaching and Learning.....	43
<b>HEALTH SCIENCES.....</b>	<b>43</b>
Doctor of Health Science .....	43
Doctor of Nurse Anesthesia Practice (Entry-into-Practice) .....	44
Doctor of Nurse Anesthesia Practice (Completion).....	47
Doctor of Nursing Practice .....	48
Master of Science in Exercise and Sport Science.....	49
Master of Science in Nursing .....	49
Master of Science in Nursing, Family Nurse Practitioner.....	50
Master of Science in Nursing, Women's Health Nurse Practitioner .....	50
Master of Science in Nutrition with Distance Learning Internship .....	51
Master of Science in Clinical Nutrition – Coordinated Program .....	52
Master of Science in Occupational Therapy – Bridge Program .....	52
<b>SOCIAL SCIENCES.....</b>	<b>53</b>
Doctor of Criminal Justice .....	53
Doctor of Philosophy in Criminal Justice and Criminology .....	54
Doctor of Philosophy in Industrial and Organizational Psychology, Doctor of Philosophy in Psychology.....	54
Master of Science in Clinical Mental Health Counseling .....	54
Master of Science in Industrial and Organizational Psychology .....	55
Master of Science in Psychology .....	55
Master of Arts in Criminal Justice .....	56
Master of Arts in Homeland Security .....	56
Master of Arts in Interdisciplinary Studies .....	57
<i>Professional Licensure or Certification .....</i>	<i>58</i>
<i>International Students .....</i>	<i>58</i>
<i>Transfer of Credit Policy and Procedures .....</i>	<i>59</i>
Transfer from International Institutions .....	60
Transfer of Credits from Keiser University .....	60
Veteran Transfer of Credits .....	61
<i>Policy on Transfer Credit for Military Training and Education .....</i>	<i>61</i>
Procedures: .....	61
<b>FINANCIAL SERVICES .....</b>	<b>61</b>
<i>Consumer Information.....</i>	<i>61</i>
<i>General Information.....</i>	<i>62</i>
<i>Loans.....</i>	<i>62</i>
<i>Scholarships .....</i>	<i>63</i>
<i>Student Eligibility Requirements .....</i>	<i>63</i>
<i>Financial Aid Procedures.....</i>	<i>63</i>
<i>Student Rights.....</i>	<i>64</i>
<i>Student Responsibilities .....</i>	<i>65</i>

<i>Graduate Satisfactory Academic Progress</i> .....	65
<b>TUITION, FEES, AND OTHER COSTS .....</b>	<b>68</b>
Tuition and Fee Disclosure – Keiser University Graduate School .....	68
Tuition and Fee Disclosure – Nurse Anesthesia Program .....	71
Tuition and Fee Disclosure – Chiropractic Medicine .....	72
Graduate Tuition and Fee Disclosure – Flagship Campus .....	73
Required and Optional Fees for Programs.....	74
<i>Cancellation and Refund Policy</i> .....	76
<i>Return of Title IV Funds (R2T4)</i> .....	77
<b>STUDENT SERVICES.....</b>	<b>78</b>
<i>Orientation</i> .....	78
<i>Career Services</i> .....	79
<i>Student Organizations</i> .....	80
<i>Alumni Association</i> .....	80
<i>Counseling</i> .....	81
<i>Housing</i> .....	81
<i>Health Insurance</i> .....	81
<i>Graduation</i> .....	81
<b>DISTANCE LEARNING .....</b>	<b>81</b>
<i>Objectives</i> .....	81
<i>Admissions Requirements for Enrollment in Online Learning</i> .....	82
<i>Faculty/Student Interaction</i> .....	82
<i>Facilities and Equipment</i> .....	82
<i>Student Services</i> .....	82
<i>Academic Advising</i> .....	82
<i>Testing</i> .....	82
<i>Delivery of Books</i> .....	83
<i>Learning Resources</i> .....	83
<b>ADMINISTRATIVE POLICIES AND PROCEDURES .....</b>	<b>83</b>
<i>General Information</i> .....	83
<i>Effective Catalog Date</i> .....	84
<i>Official Communication with Students</i> .....	84
<i>Bursar's Office</i> .....	84

<i>University Bookstore</i> .....	84
<i>Fire Precautions</i> .....	84
<i>Campus Safety</i> .....	84
<i>Student Code of Conduct</i> .....	85
<i>Professional Behavior Policy</i> .....	87
<i>Standards of Appearance</i> .....	90
<i>Grievance Procedures</i> .....	90
<i>Drug Policy</i> .....	91
<i>Medical Marijuana Policy</i> .....	91
<i>Firearms Policy</i> .....	91
<i>Arbitration Clause for Keiser University</i> .....	91
<i>Intellectual Property Policy</i> .....	92
<i>Privacy of Student Records</i> .....	92
<i>Keiser University Transcripts</i> .....	93
<i>Sexual Harassment</i> .....	93
<i>Title IX Compliance</i> .....	93
<b>ACADEMIC POLICIES</b> .....	94
<i>Credit Hours</i> .....	94
<i>Guidelines for Graduate Study</i> .....	94
<i>University Hours</i> .....	94
<i>Special Tutoring</i> .....	94
<i>Academic Advising</i> .....	94
<i>Library System</i> .....	95
<i>Average Class Size</i> .....	96
<i>Field Trips</i> .....	96
<i>Guest Lecturers</i> .....	96
<i>Schedule Changes</i> .....	96
<i>Honor Code</i> .....	96
<i>Leave of Absence Policy</i> .....	96
<i>University Withdrawal Policy</i> .....	97
<i>Military Deployment Policy</i> .....	97
<i>Policy on Class Absences Due to Military Service</i> .....	97

<i>Policy on Military Stipends</i> .....	98
<i>Military Course Approval and Refund Policy</i> .....	98
<i>VA Pending Payment Policy: Student Rights and Responsibilities</i> .....	99
<i>Academic Re-Admittance Policy</i> .....	99
<i>Disciplinary Re-Admittance Policy</i> .....	100
<i>Add-Drop Period</i> .....	100
<i>Academic Load</i> .....	100
<i>Testing</i> .....	100
<i>Grading Policy</i> .....	101
<i>Academic Year</i> .....	103
<i>Standardized Testing Requirements</i> .....	103
<i>Degree Requirements</i> .....	103
<b>BUSINESS AND TECHNOLOGY</b> .....	103
Requirements for Doctor of Business Administration .....	103
Requirements for Master of Accountancy.....	104
Requirements for Master of Business Administration .....	104
Requirements for Master of Science in Organizational Leadership .....	104
Requirements for Master of Science in Information Security.....	105
Requirements for Master of Science in Information Technology Leadership .....	105
Requirements for Master of Science in Financial Technology.....	105
Requirements for Master of Science in Sport Management and Operations .....	105
Requirements for Graduate Business Certificate.....	106
<b>CHIROPRACTIC MEDICINE</b> .....	106
Requirements for Doctor of Chiropractic .....	106
<b>EDUCATION</b> .....	106
Requirements for Educational Specialist in Educational Leadership or Education Specialist in Instructional Design and Technology .....	107
Requirements for Joint Master of Science in Education and Master of Business Administration.....	108
Requirements for Master of Science in Education.....	108
Requirements for Master of Science in Golf Teaching and Learning.....	109
Requirements for Graduate Education Certificate .....	109
<b>HEALTH SCIENCES</b> .....	109
Requirements for Doctor of Health Science .....	109
Requirements for Doctor of Nurse Anesthesia Practice (Entry-into-Practice).....	110
Requirements for Doctor of Nurse Anesthesia Practice (Completion).....	110
Requirements for Doctor of Nursing Practice .....	110
Requirements for Master of Science in Biomedical Sciences .....	111
Requirements for Master of Science in Exercise and Sport Science.....	111
Requirements for Master of Science in Nursing .....	111
Requirements for Master of Science in Nursing, Family Nurse Practitioner.....	112
Requirements for Master of Science in Nursing, Women's Health Family Nurse Practitioner .....	112
Requirements for Master of science in Clinical Nutrition – coordinated program.....	112

Requirements for Master of Science in Nutrition with Distance Learning Internship.....	113
Requirements for Master of Science in Occupational Therapy - Bridge Program .....	114
<b>SOCIAL SCIENCES .....</b>	<b>114</b>
Requirements for Doctor of Criminal Justice .....	114
Requirements for Doctor of Philosophy in Criminal Justice and Criminology .....	114
Requirements for Doctor of Philosophy in Industrial and Organizational Psychology or Doctor of Philosophy in Psychology .....	115
Requirements for Master of Arts in Criminal Justice and.....	115
Master of Arts in Homeland Security .....	115
Requirements for Master of Arts in Interdisciplinary Studies .....	116
Requirements for Master of Science in Clinical Mental Health Counseling .....	116
Requirements for Master of Science in Industrial and Organizational Psychology and Master of Science in Psychology.....	116
<i>University Hours.....</i>	<i>117</i>
<b>PROGRAM OFFERINGS BY THE GRADUATE SCHOOL.....</b>	<b>118</b>
<b>PROGRAM DESCRIPTIONS .....</b>	<b>140</b>
ACCOUNTING .....	140
Master of Accountancy Degree .....	140
BUSINESS ADMINISTRATION .....	141
Doctor of Business Administration (ACBSP accredited).....	141
Doctor of Business Administration Degree (Offered in Spanish Language) .....	144
Master of Business Administration Degree (ACBSP accredited).....	144
MBA.....	144
MBA in Accounting .....	144
MBA in Health Services Administration .....	144
MBA in Global MBA .....	144
MBA in Management.....	144
MBA in Marketing.....	144
MBA in Technology Management .....	144
Master of Science in Financial Technology.....	147
Master of Science in Management.....	148
Master of Science in Organizational Leadership .....	149
Master of Science in Sport Management and Operations .....	150
Graduate Business Certificates in Health Services Management, Management and Leadership, and Marketing .....	151
CHIROPRACTIC MEDICINE .....	152
Doctor of Chiropractic .....	152
EDUCATION .....	155
DOCTOR OF PHILOSOPHY DEGREES .....	156
Doctor of Philosophy in Curriculum and Instruction .....	156
Doctor of Education .....	156
Educational Leadership .....	158
Instructional Design and Technology .....	160
DOCTOR IN EDUCATION DEGREES .....	162
Educational Leadership .....	162
Curriculum Leadership .....	164
EDUCATION SPECIALIST DEGREES.....	165

Educational Leadership .....	165
Instructional Design and Technology .....	167
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
Master of Science in Golf Teaching and Learning.....	174
<b>HEALTH SCIENCES.....</b>	<b>176</b>
Doctor of Health Science .....	176
Doctor of Nurse Anesthesia Practice (Entry-into-Practice) .....	177
Doctor of Nurse Anesthesia Practice (Completion).....	179
Doctor of Nursing Practice .....	180
Master of Science in Biomedical Sciences .....	182
Master of Science in Clinical Nutrition – Coordinated Program .....	183
Master of Science in Exercise and Sport Science.....	185
Master of Science in Nursing.....	186
Master of Science in Nursing, Family Nurse Practitioner .....	189
Master of Science in Nursing, Women's health Nurse Practitioner .....	191
Master of Science in Nutrition, with Distance Learning Internship .....	193
Master of Science in Occupational Therapy Bridge Program .....	194
<b>INFORMATION TECHNOLOGY .....</b>	<b>197</b>
Master of Science Information Security .....	197
Master of Science in Information Technology Leadership .....	198
<b>PSYCHOLOGY.....</b>	<b>199</b>
Doctor of Philosophy in Industrial and Organizational Psychology .....	199
Doctor of Philosophy in Psychology .....	202
Master of Science in Clinical Mental Health Counseling .....	204
Master of Science in Industrial and Organizational Psychology .....	207
Master of Science in Psychology .....	208
<b>SOCIAL SCIENCES.....</b>	<b>209</b>
Doctor of Criminal Justice .....	209
Doctor of Philosophy in Criminal Justice and Criminology .....	211
Master of Arts in Criminal Justice.....	213
Bachelor of Arts to Master of Arts in Criminal Justice Accelerated Track .....	213
Master of Arts in Criminal Justice with Interdisciplinary Concentration .....	214
Master of Arts in Homeland Security .....	214
Bachelor of Arts to Master of Arts in Homeland Security Accelerated Track.....	215
Master of Arts in Interdisciplinary Studies .....	216
<b>Course Descriptions .....</b>	<b>217</b>
<b>Administration, Faculty, and Staff .....</b>	<b>311</b>
OFFICE OF THE CHANCELLOR.....	311
GRADUATE SCHOOL .....	321
<b>Graduate School Academic Calendar .....</b>	<b>336</b>



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

## GENERAL INFORMATION

### Mission Statement

Keiser University is an institutionally 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 by Providing Institutional Resources, Assistance, and Oversight

- 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 at all levels in both foundational skills and analytical/critical thinking.

### II. Attract and Retain Quality Faculty and Staff

- a. To employ and further develop a diverse faculty who embrace the university's philosophy and are well qualified in their subject matter and teaching methods.
- b. To encourage and further develop well-qualified staff personnel to respond to the needs of a broad spectrum of university students in programs at all levels.

### III. Develop and Maintain High-Demand Educational Programs That Are Accessible and Responsive to the Needs of Campus Communities

- 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.

### IV. Develop and Support Initiatives Designed to Enhance Institutional Effectiveness

- a. To collect evidence of student learning and programmatic outcomes in the ongoing effort to enhance the quality of the academic program.
- b. To maintain and enhance the mechanisms that collect and publish evidence of academic and operational effectiveness for continuous improvement.
- c. To develop strategies that support the implementation of program and degree- appropriate academic research.

### V. Expand the International and Domestic Reach of the University's Programs, Services, and Collaborative Agreements in Support of the University Mission

- a. To create opportunities to partner with community organizations where mutual benefit can be realized through collaborative agreements and/or articulation agreements.
- b. To pursue educational initiatives appropriate for a variety of domestic and global locations and cultural settings.

- c. To expand the 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 ensure that the Board of Trustees continues to provide appropriate oversight of the financial and budgetary operations of the University.
  - b. To analyze the ongoing financial operations of the university to ensure fiscal responsibility.
  - c. To maintain well-qualified administrative officers with the background and experience necessary to oversee the institution.
- VII. Enhance the University's Relationships with Its Alumni, Supporting Constituencies, Service Communities, and the Professions It Serves
- a. To continue to implement Keiser University fundraising programs for institutional support and advancement.
  - b. To cultivate the Keiser University alumni development program.
  - c. To enhance the community outreach initiatives of the various extended Keiser University locations to support their 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.

<sup>88</sup>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 (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Keiser University also may offer credentials such as certificates and diplomas at approved degree 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, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).
- 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 Accrediting Council for Business Schools and Programs can be reached at ACBSP US World Headquarters, 11520 West 119th Street, Overland Park, Kansas 66213, (913) 339-9356 acbsp.org.
- 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 Master of Business Administration with a concentration in Accounting is accredited by ACBSP for business, and the Associate of Arts in Accounting is not within the scope of specialized accreditation from ACBSP. The Accrediting Council for Business Schools and Programs can be reached at ACBSP US World Headquarters, 11520 West 119th Street, Overland Park, Kansas 66213, (913) 339-9356 acbsp.org.
- The Doctor of Chiropractic degree program at the Keiser University College of Chiropractic Medicine is awarded programmatic accreditation with imposed probation 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 Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 10275 West Higgins Road, Suite 906, Rosemont, Illinois 60018-5603 (224) 275-9130. <https://www.coacrn.org/> The program's next review by the COA is scheduled for Spring 2033.
- 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 is 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 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 Keiser University Melbourne, Lakeland, Pembroke Pines and Port St Lucie's Graduate Master of Science in Clinical Nutrition Coordinated Program (MSCN-CP) has been granted 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, <http://eatright.org/ACEND>.

- The Master of Science in Occupational Therapy (MSOT) Bridge program at the Keiser University Ft. Lauderdale Campus is probationary accredited, and 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>.

## 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 has 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, belief, or religion, 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

Academy of Criminal Justice Sciences Law and Public Policy Section  
Accreditation Commission for Education in Nursing  
Accreditation Council for Occupational Therapy  
Alpha Phi Sigma Criminal Justice Honor Society American Academy of Forensic Sciences  
American Association of Colleges of Nursing  
American Association of Nurse Practitioners (AANP)  
American College of Sports Medicine (ACSM)  
American College of Sports Medicine - Southeast Chapter (SEACSM) – Recognized undergraduate program  
American Culinary Federation  
American Healthcare Radiology Administrators  
American Heart Association, Professional (AHA)  
American Institute of Graphic Arts  
American Medical Technologists (AMT)  
American Nurses/Florida Nurse Association  
American Occupational Therapy Association  
American Physical Therapy Association  
American Registry of Radiologic Technologists (ARRT)  
American Society of Radiologic Technologists  
American Society for Public Administration  
American Society for Public Administration Criminal Justice Administration  
Association for Nursing Professional Development  
Association of Educators in Imaging and Radiologic Science  
Association of Surgical Technologists (AST)  
Boys & Girls Club of St. Lucie County  
Broward County Sheriff's Department  
Broward County Veterans Council  
Career Education Colleges and Universities  
Chane de Rotisseurs Sarasota  
Clay County Chamber of Commerce  
Commission on Accreditation in Physical Therapy Education  
Commission on Accreditation of Allied Health Education Program  
Conference of Minority Transportation Officials (COMTO)  
Council of Colleges and Military Educators  
Council of Supply Chain Management Professionals (CSCMP) DECA (formerly Distributive Education Clubs of America)  
Delta Mu Delta, International Honor Society in Business  
Department of Homeland Security  
Dreams Come True  
eiGlobal  
Exercise is Medicine on Campus (EIM-OC) by American College of Sports Medicine (ACSM) – Silver status recognition for 2022  
FASFAA - Florida Association of Student Financial Aid Administrators  
First Coast Higher Education Alliance  
Florida Advisory Council on Military Education  
Florida Association of Postsecondary Schools and Colleges  
Florida Association of Veterans Education Specialists

Florida Chiropractic Association  
Florida Consortium of Clinical Educators  
Florida Cooperative Education and Placement Association  
Florida Institute of CPAs  
Florida Occupational Therapy Association  
Florida Occupational Therapy Educational Consortium  
Florida Physical Therapy Association  
Florida Police Chiefs Association  
Florida Restaurant and Lodging Association  
Florida Society of Radiologic Technologists (FSRT)  
Florida State Summit  
Florida Storytelling Association  
Foundation for Chiropractic Progress  
Friends of the Jacksonville Public Library  
Golden Key International Honor Society  
Healthcare Round Table  
Human Resource Association of Tallahassee  
Independent Colleges and Universities of Florida International Association for Identification  
International Propeller Club of Jacksonville  
Jacksonville Blueprint for Prosperity  
Jacksonville Historical Society  
Jacksonville Society of Radiologic Technologists  
Jacksonville Writing Meetup  
JAX USA Partnership  
Joint Review Committee on Education in Diagnostic Medical Sonography  
Lambda Nu- National Honor Society of Imaging Sciences- Kappa Upsilon Chapter  
Leadership Florida  
Leadership Martin County  
Leadership St. Lucie County  
Media Relations Committee for the Tallahassee  
Military Issues Committee  
NASFAA - National Association of Student Financial Aid Administrators  
National Academy of Sports Medicine (NASM) – Academic Partner  
National Association for College Admission Counseling (NACAC)  
National Association of Colleges and Employers  
National Association of Graduate Admissions Professionals  
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 Association of Women Judges  
National Board for Certification in Occupational Therapy  
National Commission for Health Education Credentialing (NCHEC)  
National Council of Teachers of English  
National Criminal Justice Association  
National League for Nursing  
National Science Teachers Association  
National Strength and Conditioning Association (NSCA) – Education Recognition Program (ERP)  
National Student Nurses Association  
Neuro-Developmental Treatment Association

North Carolina Criminal Justice Association  
Northeast Florida Library Information Network (NEFLIN)  
Organization for Associate Degree Nursing  
PACE Center for Girls  
Palm Beach County Medical Society (Circle of Friends)  
Paralegal Association of St. Lucie County  
Phi Alpha Delta Law Fraternity International  
Phi Theta Kappa  
Propeller Club  
Rotary Club of South Jacksonville  
Rotary Jacksonville  
Rotary International  
Society of Diagnostic Medical Sonography  
Society of Emotional Intelligence  
Society for Human Resource Management (SHRM)  
Society for Public Health Education (SOPHE)  
Southeastern Association of Graduate Admissions Professionals  
Southern Association of Student Employment Administrators  
Southern Criminal Justice Association  
SASFAA - Southern Association of Student Financial Aid Administrators  
Student Occupational Therapy Association  
Suncoast Nursing Action Coalition  
Talent Advancement Network (TAN)  
Tallahassee Big Bend Society for Human Resource Management  
The American Society of Criminology  
Toastmasters International  
Transportation Club of Jacksonville (TCJAX)  
United Service Organization  
Women's Transportation Seminar (WTS)  
World Association of Chefs' Societies

### Chamber of Commerce Memberships

Amplify Clearwater Chamber of Commerce  
Black Chamber of Commerce of Palm Beach County  
Brandon Chamber of Commerce  
Brevard County Chamber of Commerce  
Central Palm Beach County Chamber of Commerce  
Chamber of Commerce of the Palm Beaches  
Cocoa Beach Chamber of Commerce  
Daytona Regional Chamber of Commerce  
East Orlando Chamber of Commerce  
Fort Lauderdale/Broward County  
Gateway District Chamber of Commerce  
Greater Naples Chamber of Commerce  
Greater Pasco Chamber of Commerce  
Greater Miami Chamber of Commerce  
Hispanic Chamber of Commerce of Palm Beach County  
Holly Hill Chamber of Commerce  
Jacksonville Chamber of Commerce  
Jensen Beach Chamber of Commerce

Lakeland Chamber of Commerce  
Manatee Chamber of Commerce  
Melbourne/Palm Bay Chamber of Commerce  
Miramar/Pembroke Pines Chamber of Commerce  
Ormond Beach Chamber of Commerce  
Palm Beach Chamber of Commerce  
Palm Beach North Chamber of Commerce  
Palm City Chamber of Commerce  
Port Orange/South Daytona Chamber of Commerce  
Port St. Lucie Chamber of Commerce  
Sarasota Chamber of Commerce  
South Florida Chamber of Commerce  
South Florida Hispanic Chamber of Commerce  
Stuart/Martin County Chamber of Commerce  
Tallahassee Chamber of Commerce  
Tampa Chamber of Commerce  
Wellington Chamber of Commerce  
Women's Chamber of Palm Beach County

## Approvals

Broward Employment and Training Administration  
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  
Updated August 2022  
Brevard Health Alliance  
Business Development Board of Palm Beach County  
CareerSource Brevard  
CareerSource Capital Region  
CareerSource Pasco/Hernando  
CareerSource Polk  
CareerSource Research Coast  
Florida Workforce Development Association  
Higher Education Partnership in Southeast Florida  
Lakeland Economic Development Council  
Lakewood Ranch Business Alliance  
Leadership Business Council  
Leon County Economic Development Council  
Martin County Business Development Board  
Martin County Education Foundation  
Metro Orlando Economic Development Commission  
Palm Beach Economic Development Council  
Port St. Lucie Economic Development Council  
St. Lucie County Education Foundation  
Team Volusia Economic Development Corporation  
Workforce 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*

Manuel Mair, Owner, One-to-One Fitness

Jose Cortes, Director of the Department of Design and Construction Management, City of Hollywood, Florida

Josh Fordin, Senior Associate, Hogan Lovells US, LLP

Tom Foster, President, Foster Learning Corporation

Frank Frione, President/CEO, GFA International

Maria Kondracki, President, Strategic Planning, Inc.

Michael Viola, Co-Founder, Oasis Outsourcing, Inc.

Wanda Gozdz, President and Owner, Golden Age Living

Nicole Heran, Director of the Department of Design and Construction Management, City of Hollywood, Florida

James Hutton, CEO (ret.) Career Quest Learning Centers

# 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, a n a t o m y l a b , 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 SICFL. 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.

#### **Denial of Admission**

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.

#### **5% Rule**

Keiser University reserves the right to accept up to 5% of applicants per academic year 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 Dean of Graduate School; such requests will be reviewed by the Dean of Graduate School. If the appeal is approved, a waiver letter is placed in the applicant's academic file by the Dean of Graduate School or the appropriate designee.

### Program-Specific Admissions Requirements

#### **BUSINESS AND TECHNOLOGY**

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

Candidates for admissions to the DBA program are recommended to hold a master's degree in business administration or related fields that demonstrates exposure to managerial functions from an accredited institution and recommended (2) two 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 attempt the prerequisite courses no more than two times.

An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental admission documents.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- Personal statement

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

**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, and supplemental admission documents.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor's or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

## **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 an accredited institution. To ensure success in the core curriculum of the MBA program, candidates are required to demonstrate competency in business knowledge of accounting, finance, economics, and statistics before starting the MBA program.

Candidates for the MBA program will have their undergraduate transcripts evaluated by the program coordinator during the admission process. Students who have successfully completed 6 undergraduate credits or 3 graduate credits with at least a B grade in each of these aforementioned areas will receive a prerequisite waiver. 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 within the MBA program. 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.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor's or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

## **MASTER OF SCIENCE IN BIOMEDICAL SCIENCES**

Candidate for a Master of Science in Biomedical Sciences are required to hold a four-year baccalaureate degree (or equivalent) from an institution recognized by the United States Department of Education (USDE). To ensure success in the core curriculum of the Master in Biomedical Sciences program, students are required to have a 3.0 undergraduate GPA with demonstrated competency in the biomedical sciences. All students are encouraged to submit Graduate Records Examination (GRE) scores in support of their application.

- Submission of completed Graduate School Application
- Submission of an unofficial transcript or 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
- Formal resume indicating education and complete work history
- Minimum GRE composite score of 295 (or 1350 for tests taken before August 1, 2011)
  - This requirement 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 FINANCIAL TECHNOLOGY**

Candidates for admission to the Master of Science in Financial Technology (FinTech) program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor's or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

### **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 Probability	4.0 credit hours
○ COT1405C	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
- 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.

- Applicants with degrees outside of IT may be considered with a minimum of two years of professional work experience in the 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 and a minimum of two years of professional work experience
- 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
- 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 Analogies 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
- inimum 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 academic performance, professional experience, and supplemental admission documents.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor's or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

### **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.
- 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.

## ***GRADUATE BUSINESS CERTIFICATE IN HEALTH SERVICES MANAGEMENT, MANAGEMENT AND LEADERSHIP, AND MARKETING***

Candidates for the Graduate Business Certificates in Health Services Management, Management and Leadership, and Marketing programs are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor's or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

## **CHIROPRACTIC MEDICINE**

### ***DOCTOR OF CHIROPRACTIC***

Candidates for admission to the DC program are required to hold at least a Baccalaureate degree or its equivalent from a regionally 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. You should meet or exceed these expectations:

- Credits earned: Minimum 90 semester credits at bachelor's degree level.
- Well-rounded general education coursework which includes required coursework in life and physical sciences; humanities; social and behavioral sciences; and communications and languages.
- 3.0 GPA or greater on a 4.0 scale\* (Note: *only course work which resulted in a final grade of "C" or higher will be considered for admission*).
- A Minimum of 24 semester\* hours of coursework in life and physical sciences, a minimum of half of which must have a substantive lab component.
- Life and Physical Science Coursework includes Biology (human anatomy, physiology, embryology, genetics, microbiology, immunology, cellular biology, exercise physiology, kinesiology) Chemistry (general chemistry, organic chemistry, analytical chemistry,

- biochemistry, toxicology/pharmacology, and nuclear medicine) and Physical Sciences (physics, and biomechanics)
- No fewer than 6 credits must be earned in human-based life science coursework (examples include but are not limited to: Anatomy & Physiology, Kinesiology, Human Biology, Biomechanics, Human Growth and Development, Pathology and appropriate coursework in applied Biology).
- As the goal of this requirement is for each student to possess a strong understanding and recollection in foundational coursework, the university reserves the right to consider the age of prior coursework and may not find coursework of significant age acceptable for purposes of this determination.

*\*AATP Track: Applicants with less than 24 semester credits in life and physical sciences and/or a cumulative GPA below 3.0 (but not less than 2.75) may be considered under an alternative admissions track plan (AATP). This point of entry requires a more extensive review of the applicant's enrollment factors by both academic and admissions personnel. Decisions for admission are made on a case-by-case basis by the Vice President and/or Dean of the College of Chiropractic Medicine. The AATP admission standard is designed to allow students with various academic backgrounds to enroll in chiropractic school based on the academic achievements they already possess. Prospective students will be encouraged to contact admissions for additional information. Availability for this track is limited and admission decisions are made on a case-by-case basis. Note: Students admitted under the AATP standard will have an individual academic plan and their progress will be monitored throughout the course of the program to ensure their success.*

**NOTE: A bachelor's degree is not required for admission, although some states do require a bachelor's degree to practice. A bachelor's degree is necessary and part of the requirements to complete the DCP at Keiser University.**

## EDUCATION

### ***DOCTOR OF PHILOSOPHY (PH.D.) IN CURRICULUM AND INSTRUCTION, EDUCATIONAL LEADERSHIP, AND INSTRUCTIONAL DESIGN AND TECHNOLOGY AND DOCTOR OF EDUCATION (ED.D.) IN EDUCATIONAL LEADERSHIP AND CURRICULUM LEADERSHIP***

Candidates for admission to the Ph.D. and Ed.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 Analogies 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
- Formal resume indicating education and complete work history

## **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
- 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 Analogies 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
- 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 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.
- 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.*

## HEALTH SCIENCES

### **DOCTOR OF HEALTH SCIENCE**

Candidates for admission to the Doctor of Health Science program are required to hold a graduate degree from an institution recognized by the USDE. 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 college or university recognized by the USDE
- A one-page personal statement describing expectations of the Doctor of Health Science program

- 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 college or university recognized by the USDE within the first semester of enrollment

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

Program admission is limited and very competitive as the number of applicants typically surpasses the number of students who are accepted for each start. Each applicant is responsible for compiling and submitting the completed application and required documentation. Incomplete applications will not be accepted. Applicants must meet Keiser University Graduate School Admission and English Proficiency requirements, as well as requirements for admission to the program major as 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 (the committee reserves the right to consider those possessing non-nursing Baccalaureate degrees on a case-by-case basis).
- Minimum (GPA) of 3.2 on a 4.0 scale is preferred. 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 Keiser University application
- Application fee (must be submitted with application)
- 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 the applicant's goals and expectations for entering the program
  - The applicant's understanding of the role of a Certified Registered Nurse Anesthetist (applicants are encouraged to shadow a CRNA)
  - Include at least one article supporting the applicant's understanding of the role of a Certified Registered Nurse Anesthetist, cited according to current APA format standards.
- A 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. An overall science GPA of 3.0 is preferred, including successful completion (preferred "B" or better) in:
  - Statistics course
  - Undergraduate Health Assessment course
  - Two Anatomy and Physiology courses
  - Successful completion of two college chemistry courses, with at least one laboratory component. Introduction to Chemistry and Survey of Chemistry courses are not acceptable.
- An applicant who is from a country where English is not the primary language or whose bachelor's degree is not from an accredited U.S. institution, must submit a minimum:
  - TOEFL score of 550 (paper-based test) or 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, 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. Appropriate consideration will be given to candidates possessing their CCRN (Critical Care Registered Nurse) certification.
- Driver's license copy- Current, valid unrestricted driver's license from one jurisdiction of the United States
- Acceptable background check
- NOTE: The Committee reserves the right to consider the totality of student circumstances such as prior and related experience, total credits earned, GRE or other testing and other factors which may be helpful in evaluating the level of student academic preparation.

### *Deferral for Admission*

An applicant may request a deferral to a future class up to one year after the initial application date, without a further application fee. The applicant must submit their request in writing and 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 begin the program at their scheduled date, he/she will need to reapply and re-interview for a future start.

### *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 (COMPLETION)**

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
- 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
- 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

### **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 official transcript showing successful completion of a Master's degree in nursing from an accredited university within the first semester of enrollment
- 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 clinical experience

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

## **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.
- 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.

## **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
- 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 college or university recognized by the USDE within the first semester of enrollment
- 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
- 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 clinical 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, WOMEN'S HEALTH NURSE PRACTITIONER**

Candidates for admission to the MSN WHNP 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 WHNP 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
- 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

## **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
- 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
  - 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 CLINICAL NUTRITION – COORDINATED PROGRAM**

Students will enter the accredited program at one entry point which is admission to the MSCN-CP at one of the campuses that offers the MSCN-CP. Students complete the admission process under the direction of Admission Counselors. A Wonderlic score of 20 is required for acceptance into the MSCN program. The program director/program coordinator is notified when new students enroll and will start academic advising and GPA monitoring immediately.

### **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 an institution accredited by a USDE-recognized agency.

*Candidates must achieve a minimum 3.0 GPA (on a 4.0 scale) with no grade less than C for all pre-requisite/co-requisite courses. Note: An Associate of Science in Occupational Therapy Assistant degree is expected to contain 83 semester credit hours, candidates who enter with an Associate of Science in Occupational Therapy Assistant degree with less than 83 semester credit hours will be required to complete pre-requisite courses to bring the total to 83 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. 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 an institution recognized by the USDE
- Active unrestricted Professional OTA license
- Letter of intent
- Current resume indicating education, complete work history (clinical and other), volunteer activities, publications and/or presentations

NOTE: Prior to admission to the MSOT program applicants who earned less than 83 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.

Being a Lock-step bridge program displaying a unique curriculum, the MSOT program does not accept credits in lieu of any of the Keiser University MSOT major courses. Students are required to complete all MSOT courses according to the program wheel offered by Keiser University.

*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.*

## **SOCIAL SCIENCES**

### ***DOCTOR OF CRIMINAL JUSTICE***

Candidates for admission to the DCJ 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, and personal statement of intent.

*Required documents for admission are as follows:*

\*Applicants to the Doctor of Criminal Justice degree program may enter the program with a master's degree. Master's 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 master's degree from an accredited college or university 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.*

*Admission Requirements:*

- Application for Admission to the Graduate School
- \$55 Application Fee
- Minimum of two-years professional work experience in criminal justice or related field.
- Submission of an unofficial transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance. \*Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Master's or Doctorate degree from an accredited institution
- Provide proof of Foreign Language Equivalency with calculated GPA
- Minimum 3.0 GPA at the graduate level
- Personal Statement of Intent, not to exceed one page, on academic preparedness for a doctoral program

## **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

*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
- 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 institution recognized by the USDE. Alternatively, applicants may demonstrate aptitude to work in counseling through at least one year of professional, volunteer, or research experience in a mental health or closely related field.
2. Evidence of academic success and potential for 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 an institution recognized by the USDE.
  - b. A master's degree with an overall GPA of at least 3.0 on a 4.0 scale or higher from an institution recognized by the USDE.
  - c. An overall undergraduate GPA of at least 2.7 on a 4.0 scale from an institution recognized by the USDE 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 an institution recognized by the USDE.
- 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 an institution recognized by the USDE 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 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY***

***MASTER OF SCIENCE IN PSYCHOLOGY***

Candidates for admission to the Master of Science in Industrial and Organizational Psychology and Master of Science in 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
- 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
- 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 ARTS IN INTERDISCIPLINARY STUDIES**

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

- Submit an Application for Admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance. \*Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School OR, provide proof of Foreign Language Equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or Curriculum Vitae
- If CGPA is < 3.0 (non-specialty programs ONLY) you will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit your GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*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 who participate in educational programs conducted in English 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 in person in fully on-ground or hybrid coursework at one of our campuses in Florida. International student applicants must meet the following requirements for admission to Keiser University:

- 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.)
- Proof of English language proficiency if the applicant's primary language is not English.
- Certification of financial ability to meet tuition and other necessary expenses or ability to qualify for financial aid as an eligible non-citizen.

### **Proof of English Language Proficiency**

Keiser University accepts one of the test scores listed below as proof of English language proficiency:

- TOEFL®: A minimum score of 500 on a paper-based examination, 173 on a computer-based examination; or 61 on an internet-based score (iBT). Speaking English test scores is recommended.
- IELTS: A minimum IELTS score of 6.0. Speaking English test scores is recommended.
- DET (The Duolingo English Test): A minimum score of 95.
- U.S. College or University: At least two complete years of full-time academic coursework at a U.S. college or university with a grade of C (2.0) or higher in a standard English course.
- ESL/IEP: Successfully pass Keiser University ESL/IEP level 4 courses. Keiser University offers 5 levels of ESL/IEP courses. Although students may be accepted for admission for matriculation

upon completion of Level 4, they may be scheduled for level 5 concurrently with courses for the degree program.

Note: Proof of English language proficiency documents must be official. Any test scores should be less than two years old. The legal name used to apply to Keiser University must match the one on the proof documents.

## 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 college or university recognized by the USDE and must be equivalent to the relevant Keiser University course/s.
  - a. Credits for courses from other institutions 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 institution of higher education in the United States recognized by the USDE.
  - 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 college or university recognized by the USDE.
  - a. Credits for courses from other institutions 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 institution of higher education in the United States recognized by the USDE.
  - 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.

## **Course Waiver/Substitution**

A course may be waived or substituted upon written recommendation of the appropriate chair or approval of the dean of the graduate school. The document is filed permanently with the registrar.

### ***Procedure(s)***

Keiser University accepts transfer credits applicable to an applicant's program of study from other institutions recognized by the United States Department of Education (USDE). Credit for courses from institutions whose accreditation status is uncertain, are substantially equivalent in content to Keiser University courses, and are applicable to an applicant's program of study may be granted on a course-by-course basis.

Keiser University maintains the following policy for evaluating, awarding, and accepting credit not originating from Keiser University. The Dean of Academic Affairs maintains the final decision-making authority for the transfer of such credit. The Dean's responsibility in evaluating credit for transfer is to ensure the academic quality of the instruction leading to the award of the credit being transferred; the two-part process deans follow when evaluating transfer credit is first evaluating course content, as indicated by syllabi provided by the student, and second by evaluating the qualifications of the faculty members who taught the courses the student is attempting to transfer. In some cases, the accreditation of the institution at which the credits were earned guarantees the comparability of the course content and the qualifications of the faculty teaching those courses. When the accreditation of the institution at which the credits were earned does not guarantee the comparability of these two standards, the dean must verify the comparability of the course content and faculty credentials independently for each course the student is attempting to transfer.

The acceptance of credits for courses is contingent upon appropriate faculty credentials and applicable course content of the course to be transferred. Credits from colleges and universities outside the United States are evaluated and may be transferred on a course equivalency basis. Consideration of transfer credit will be given for courses in which a "P" was earned during the timeframe covering the Presidential national emergency declaration for the COVID-19 pandemic. 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 an institution of higher education in the United States recognized by the USDE.

## **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 an institution of higher education in the United States recognized by the USDE. 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.

### *Graduate Satisfactory Academic Progress, Doctor of Chiropractic*

Graduate students at Keiser University are expected to maintain Satisfactory Academic Progress (SAP) 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 cumulative grade point average (GPA) of 3.0 after completing each semester at Keiser University. Students in the DCP may be considered (on an individual basis) to have met the requirements for SAP upon appeal to the Vice President of the College of Chiropractic Medicine if they have:

1. A cumulative GPA between 2.75-2.99 (from semesters 1-3), providing there is evidence of continuous academic progress, or
2. A cumulative GPA of at least 3.0 (from semesters 4-10), providing there is evidence of continuous academic progress.

The graduation requirement of achieving a cumulative GPA of 3.0 or higher remains unchanged for DC program students. 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 earn 66.7% of the cumulative credits attempted and/ or achieve a 3.0 or greater cumulative GPA in any semester without a successful appeal for a:

- CGPA of 2.75-2.99 (in semesters 1-3)
- or CGPA of less than 3.0 (semesters 4-10),

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 the required CGPA or completion rate 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. A student on Academic Financial Aid Probation will be monitored to ensure they are meeting the requirements of an approved Academic Plan. If the student is making progress as required, the student will be allowed one additional semester of Title IV eligibility as long as the student would be able to meet the required benchmarks. 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 to meet both the qualitative and quantitative benchmarks and complete the DC program. If it is possible, a student may be readmitted on Academic Financial Aid Suspension (AFAS) but will not be 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 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.

## **TUITION, FEES, AND OTHER COSTS**

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

Effective Fall Semester 2023

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 are explained in the University catalog.

**Initial Fees**

(one-time charge upon enrollment)

Application Fee	\$55.00
Registration Fee	\$145.00
Residency Fee (one-time charge) for MSN Family Nurse Practitioner, MSN Women's Health Nurse Practitioner, MS Clinical Mental Health Counseling, and MS Nutrition with Distance Learning Internship only)	\$1,000.00

**Tuition Rates per Semester Credit Load**

(charged and payable on the first day of the class in the semester)

	12 credits	9-11.99 credits	6-8.99 credits	3-5.99 credits
Master of Science in Nursing, Women's Health Nurse Practitioner Program	\$18,620.00	\$13,965.00	\$9,310.00	\$4,655.00
Master of Science: Allied Health Programs	\$16,972.00	\$12,729.00	\$8,486.00	\$4,243.00
Master's Degree: Non-Allied Health or Graduate - Level Certificate Programs	\$15,468.00	\$11,601.00	\$7,734.00	\$3,867.00
Education Degree Specialist	\$16,560.00	\$12,420.00	\$8,280.00	\$4,140.00
Doctoral Degree Programs	\$15,856.00	\$11,892.00	\$7,928.00	\$3,964.00

**Education Fees per Semester**

(for comprehensive programmatic participation &amp; facilities resources, charged and payable on the first day of class in the semester)

All Graduate Level Programs	\$750.00
-----------------------------	----------

**Other Common Fees (per occurrence)**

Doctoral Dissertation (4 credits)	\$7,666.00	Withdrawal Fee	\$100.00
Doctoral Residency 1 On-campus training*	\$1,000.00	Re-Entry Fee	\$150.00
Doctoral Residency 2 On-campus training*	\$1,000.00	Late Payment Fee	\$10.00
Program Fees – Required for Clinical/Licensure	Variable	Return Check Fee	\$35.00
MSN/FNP	\$405.00	Student ID replacement	\$15.00
MSN (APEA)	\$35.00	Library Late Fee	\$10.00
MSN Women's Health	\$35.00	Transcript	Variable

Business CAPSIM	\$10.00	Technical Fees	Variable
-----------------	---------	----------------	----------

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

**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.

**Active Duty Military Rate/Fees**

The following rates and fees pertain to Active Duty/Reservists/National Guard students enrolled at the Patrick Space Force and Melbourne campuses ONLY (applicable for online/residential/hybrid courses):

**Initial Fees**

Application Fee (one-time charge)	\$ 55.00
Registration Fee (one-time charge)	\$145.00 (Waived for non-degree seeking students/working on CCAF or taking classes to transfer to another higher education institution. Keiser University is an Air Force GEM program participant.)

**Graduate Tuition**

(Per credit hour)	\$325.00
-------------------	----------

**Other Fees**

Withdrawal Fee	\$100.00 (waived for military duty)
Re-entry Fee	\$150.00 (waived for military duty)
Official Transcript Fee	\$ 5.00

All Active Duty/Reservists/National Guard students must speak with their Educational Service Officer (ESO) or counselor within their respective branch of service prior to enrolling to discuss educational plans and use of Federal Tuition Assistance (TA).

NOTE: these military rates do not apply to other Keiser University locations

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

Effective Fall Semester 2023

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.

### **Initial Fees**

(one time charge upon enrollment)

Application Fee	\$55.00
Registration Fee	\$145.00
Deposit (nonrefundable, applied towards tuition)	\$1,500.00

### **Tuition Rates per Semester** (charged and payable on the first day of class in the semester)

Doctor of Nurse Anesthesia Practice (Entry into Practice)	\$12,072.00
Doctor of Nurse Anesthesia Practice (Completion)	\$6,040.00

### **Education Fees per Semester**

(for comprehensive programmatic participation & facilities resources, charged and payable on the first day of class in the semester)

DNAP (EIP or Completion)	\$575.00
--------------------------	----------

### **Other Common Fees (per occurrence)**

DNAP (EIP) Required Textbooks, Laptop, Webcam, microphone	\$3,450.00
DNAP (Completion) Required Textbooks, Laptop, Webcam, microphone	\$2,100.00
DNAP (EIP) Recertification of ACLS, BLS, PALS	\$1,000.00
DNAP (EIP) AANA Associate Membership (nonrefundable)	\$200.00
DNAP (EIP) Clinical Site Name Badge Replacement	\$75.00
DNAP (EIP) Annual Health Insurance	\$1,995.00
DNAP (EIP) Education Conferences (Optional)	\$4,400.00
DNAP (EIP) CAS	\$70.00
DNAP (EIP) Scrubs	\$60.00
DNAP (EIP) Lab Coat	\$50.00
Student ID replacement	\$15.00
Transcript	Variable
Re-Entry Fee	\$150.00
Late Payment Fee	\$250.00
Return Check Fee	\$40.00

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

**This is not an all-inclusive listing of the different fees that may be charged and/or the cost estimated**  
Request by student to expedite items via delivery service will be charged at servicer rate.  
Additional fees can be assessed as necessary.

Textbooks and Equipment prices are available on the student portal by course.

Students taking online courses who have the textbook or other items shipped will have shipping charges assessed.

Keiser University reserves the right to make any changes to 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. Prorations of tuition upon withdrawal is explained in the catalog. An academic transcript or diploma will not be released if the student has a balance with the institution for any reason.

## ***TUITION AND FEE DISCLOSURE – CHIROPRACTIC MEDICINE***

Effective Fall Semester 2023

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.

### **Initial Fees**

(one-time charge upon enrollment)

Application Fee	\$55.00
Registration Fee	\$145.00

### **Tuition Rates per Semester Credit Load**

(charged and payable on the first day of class in the semester)

	12+ credits	9-11.99 credits	6-8.99 credits	3-5.99 credits
Doctor of Chiropractic Degree	\$14,820.00	\$11,115.00	\$7,410.00	\$3,705.00

### **Education Fees per Semester**

(for comprehensive programmatic participation & facilities resources, charged and payable on the first day of class in the semester)

Doctor of Chiropractic Degree	\$750.00
-------------------------------	----------

### **Other Common Fees (per occurrence)**

NBCE Board – Part I	\$710.00	Withdrawal Fee	\$100.00
NBCE Board – Part II	\$710.00	Re-Entry Fee	\$150.00
NBCE Board – Part III	\$710.00	Late Payment Fee	\$10.00
NBCE Board - Physiotherapy	\$450.00	Return Check Fee	\$35.00
NBCE Board - Part IV	\$1,585.00	Student ID replacement	\$15.00
NBCE Board Review	\$500.00	Library Late Fee	\$10.00
OSHA 1 & OSHA 2*	\$15.95-20.95 ea.	Transcript	Variable
HIPAA 1 – 4*	\$15.95-20.95 ea.	Technical Fees	Variable
Program Fees required for clinical licensure	Variable	Drug Test	\$38.00
BLS (CPR) I & BLS (CPR) 2*	\$15.95-20.95 ea	Student American Chiropractic Association	\$60.00

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

## **GRADUATE TUITION AND FEE DISCLOSURE – FLAGSHIP CAMPUS**

Effective Fall Semester 2023

Keiser University charges tuition and education fees per semester, based on scheduled credit hours. Tuition and fees are subject to annual review and modification. Please refer to the university catalog for policies on proration and refund of charges.

### **Initial Fees**

(one-time charge upon semester registration)

Tuition Deposit – (refundable before May 1 for fall, November 1 for spring)	\$150.00
Housing Deposit – (refundable before July 1 for fall, December 1 for spring)	\$250.00

### **Tuition Rates per Semester by Credit Load**

(charged and payable on the first day of class in the semester)

	<b>Master</b>	<b>Doctoral</b>
12 to 17.99 credits per semester	\$18,648.00	\$19,464.00
9 to 11.99 credits per semester	\$13,986.00	\$14,598.00
6 to 8.99 credits per semester	\$9,324.00	\$9,732.00
0 to 5.99 credits per semester	\$4,662.00	\$6,488.00

### **Education Fees per Semester**

(for comprehensive programmatic participation & facilities resources, charged and payable on the first day of class in the semester)

All Graduate Degrees	\$864.00
----------------------	----------

### **Other Required Fees per Semester**

Technology Fee	\$270.00
Health Insurance Fee (academic year)*	\$1,995.00
Health Insurance Fee (spring and summer only)*	\$1,160.00
Meal Plan Options (required with on-campus housing)	
Residential 19 meals per week, \$150 flex per semester	\$3,567.00
Residential 225 block plan, \$125 flex per semester	\$3,567.00

\*Waived if student demonstrates coverage by a qualified U.S. Health insurance plan

### **On Campus Housing Fees per Semester** (based on availability)

	<b>Stauffer</b>	<b>Lakeside</b>
Double Occupancy	\$3,610.00	\$4,258.00
Triple Occupancy	\$2,840.00	\$3,488.00
Quad Occupancy	\$2,100.00	\$2,320.00
Single Occupancy (if available)	\$5,500.00	\$5,500.00

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

**Other Common Fees (per occurrence)**

Text books (see student portal by course)	Estimated up to \$1,000 per semester	Doctoral Dissertation	\$7,539.00
Textbook Shipping (if needed)	Variable	Doctoral Residency 1 on campus	\$1,600.00
Program Supplies/kits	Variable based on program	Doctoral Residency 2 on campus	\$794.00
Orientation Fee	\$100.00	Withdrawal Fee	\$100.00
Car Permit	\$50.00	Re-Entry Fee	\$150.00
Library Late Fee	\$10.00	Return Check Fee	\$35.00
Late Payment Fee	\$25.00	Replacement Dorm Key	\$25.00
Transcript Fee	\$5.00	Student ID replacement	\$25.00
Commuter 20 block meal plan, \$15 flex/semester	\$319.00	Commuter 50 block meal plan, \$25 flex/semester	\$690.00

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.

**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.

<b>PROGRAM</b>	<b>REQUIRED</b>	<b>OPTIONAL</b>
Clinical Mental Health Counseling	*Drug Screening \$45 \$60 or as required by the applicable agency	
Master of Science in Occupational Therapy	NBCOT Exam \$515 Licensure Fee \$80 TherapyEd Course \$300 LiveScan Fingerprinting \$95 *10- panel Drug Screening \$45 Employment Screening/Background Check \$56 AOTA study pack \$127.00 Simucase (one-time fee) \$200.00 NBCOT study pack \$85.00 NBCOT Practice Exam OTKE 1.0 \$25.00 NBCOT Practice Exam OTKE 2.0 \$25.00 (Repeat Administrations may be required)	
Doctor of Chiropractic	NBCE Parts I-IV and Physiotherapy \$4,165 <ul style="list-style-type: none"> <li>• Part I \$710</li> <li>• Part II \$710</li> <li>• Part III \$710</li> <li>• Physiotherapy \$450</li> <li>• Part IV \$1585</li> </ul> Live NBCE Review \$500 OSHA \$15.95-\$20.95 HIPAA \$15.95-\$20.95 BLS (CPR) \$15.95-\$20.95 OSHA2 \$15.95-\$20.95 BLS (CPR)2 \$15.95-\$20.95 HIPAA 2 \$15.95-\$20.95 Student American Chiropractic Association \$60	
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	<p>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</p>	
-------------------------------	---	--

### *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 Student Aid (FSA) when a student withdraws is 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 the amount of FSA funds the student is eligible to retain for the semester/payment period when a student withdraws from the University.

The amount of FSA funds the student has earned during a semester/payment period is calculated based on the total number of calendar days attended divided by the total number of calendar days scheduled in the semester/payment period that the student was scheduled to complete. For students who withdraw during the semester/payment period, the University will perform the return to title IV (R2T4) calculation on a semester/payment period basis. A semester/payment period consists of 16 weeks.

For example, if a student withdraws after completing 30% of the semester/payment period, the % of FSA funds earned would equal 30% providing the funds meet the eligibility requirements of CFR 668.22. Once the student has completed more than 60% of the semester/payment period, they have earned 100% of the FSA funds for that period except for the pell grant which is pro-rated based on the credit hours attempted prior to the R2T4 calculation being completed.

Anytime a student begins attendance in at least one course but does not begin attendance in all courses he or she was scheduled to attend in the semester/payment period, 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 FSA funds received based on a revised enrollment status and cost of attendance.

### New regulations effective 7/1/2021

A student is considered a withdrawal if:

A Student is considered a withdrawal if they are not scheduled to begin another course within the semester/payment period for more than 45 calendar days after the end of the module the student ceased attending.

A student is not considered a withdrawal if:

Students are not considered to have withdrawn if they meet one of the following exceptions.

1. If the student successfully completes all requirements for graduation from his or her program before completing the days or hours in the period that the student was scheduled to complete.
2. If a student successfully completes one module that includes 49% or more of the number of days in the semester/payment period, excluding scheduled breaks of 5 days or more consecutive days and all days between modules.
3. If the student successfully completes a combination of modules that when combined contain 49% or more of the number of days in the semester/payment period excluding scheduled breaks of 5 days or more consecutive days and all days between modules; or
4. The student successfully completed coursework equal to or greater than the coursework required for the institution's definition of a half-time student (must meet regulatory minimums as applicable)

### Order of Return of Title IV Funds

A school must return Title IV funds to the programs the student received aid during the semester/payment period in the following order, up to the net amount disbursed from each fund source.

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS loan

4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. Federal Supplemental Educational Opportunity Grants (FSEOG)
7. TEACH Grants

## 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 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.

### *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 members 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 check out alumni benefits and stay connected to Keiser University. You can visit the alumni website at: <https://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

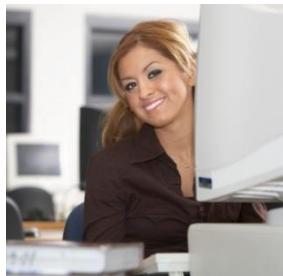
Keiser University's technical and academic programs provide for a variety of testing services. Tests are provided online through the University's distance learning platform. A variety of tests can be administered electronically, telephonically or in person if practical. In certain cases, students may 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 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.fl DOE.org/sara/complaint-process.shtml>

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) or military duty. 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 Dean. The student can request an "Incomplete" grade in accordance with "Incomplete Grade" policy in this catalog and the Keiser University Policy and Procedure Manual.

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 reentry, 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.

## Military Course Approval and Refund Policy

Students using benefits under chapter 30, 31, 32, 33, or 35 of title 38, U.S.C., or chapter 1606 of title 10, U.S.C. or Federal Tuition Assistance (FTA) must approve the enrollment of each course before the start date of the class and will not be automatically renewed in a course and/or program.

Military connected students that withdraw prior to the first day of class or within the first week with no attendance will receive a tuition adjustment to their account for classes not attended with a grade of WNA or WM.

# 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.

## **Return of Federal Tuition Assistance**

Keiser University will return any unearned FTA funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. FTA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. In instances when a Service member stops attending due to a military service obligation, Keiser University will work with the affected Service member to identify solutions that will not result in a student debt for the returned portion.

## **Unused Tuition Adjustment Policy for Active Duty Students:**

A semester of sixteen (16) weeks, may consist of four consecutive 4-week terms, two consecutive 8-week terms, or one consecutive sixteen-week semester of instruction.

100% of Tuition Assistance (TA) received will be returned if the student withdraws prior to the first day of class or within the first week with no attendance.

- 75% of TA received will be returned if the student withdraws during week 1 of a 4-week course, weeks 1-2 of an 8-week course, or weeks 1-4 of a 16-week course during the payment period.
- 50% of TA received will be returned if the student withdraws during week 2 of a 4-week course, weeks 3-4 of an 8-week course, or weeks 5-8 of a 16-week course during the payment period.
- 25% of TA received will be returned if the student withdraws during week 3 of a 4-week course, weeks 5-6 of an 8-week course, or weeks 9-12 of a 16-week course during the payment period.
- No TA received will be returned if the student withdraws during week 4 of a 4-week course, weeks 7-8 of an 8-week course, or weeks 13-16 of a 16-week course during the payment period.

## 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.

The Doctor of Chiropractic Medicine and Master of Science in Occupational Therapist programs 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 Grade
A	Excellent	4.0	90.00-100.00%
B	Good	3.0	80.00-89.99%
C	Average	2.0	70.00-79.99%
F	Failing	0.0	Up to 69.99%
AU	Audit	Not Computed	
I**	Incomplete	Not Computed*	
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	
WCA	Withdrawal Cancel Add/Drop	Not Computed	
WCO	Withdrawal due to Covid-19*	Not Computed for Satisfactory Academic Progress	
WND	Withdrawal Natural Disaster	Not Computed	
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.

#### **\*\*Incomplete Grade Policy**

A grade of "I" (Incomplete) indicates that a student has not completed the requirements of a course as set forth by an instructor. One semester from the date the "I" is awarded students are notified that if this timeframe goes beyond the current semester, it may have negative consequences on their financial aid. The best policy is to make up the "Incomplete" grade as soon as possible. Incomplete grades are not used in the computation of a cumulative grade average. Undergraduate students must meet course requirements within the allotted term, and the instructor must submit a grade change to the registrar. If this is not completed within the period, the course grade automatically becomes an "F" grade. Graduate students must meet course requirements within the first four weeks of the subsequent term.

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 Incompletes 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.

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 all DBA degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of the Graduate School

- 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 all Master of Accountancy degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of the Graduate School

### ***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 all MBA degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of the Graduate School

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

*To earn a Master of Science in Organizational Leadership 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 MSOL degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School

## **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 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 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 FINANCIAL TECHNOLOGY**

*To earn a Master of Science in Financial Technology 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 at least 18 credits of the M.S. program through Keiser University

## **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 M.S. program degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School

## **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

## **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 (on a scale of 4)
- A student must achieve a minimum cumulative 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 (SAP) upon appeal to the Vice President of the College of Chiropractic Medicine if they have a cumulative GPA between 2.75-2.99 (for semesters 1-3), and less than a 3.0 for semesters 4-10, providing there is evidence of continuous academic progress. The graduation requirement of achieving a cumulative GPA of 3.0 or higher remains unchanged for DC program students.
- Demonstrate competency in all the DCP program and course objectives
- Fulfill all quantitative and qualitative clinical requirements
- Hold a Baccalaureate degree from a USDE recognized 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 DC program (exceptions for active military service and other extenuating circumstances are reviewed by the Vice President of the College of Chiropractic Medicine and Associate Vice-Chancellor of the Graduate School)
- At a minimum a first attempt on parts I, II, and III of the National Board of Chiropractic Examiners (NBCE) examination. And registration of NBCE Part IV (prior to graduation).

## **EDUCATION**

### **REQUIREMENTS FOR DOCTOR OF PHILOSOPHY (PHD) IN CURRICULUM AND INSTRUCTION, EDUCATIONAL LEADERSHIP, AND INSTRUCTIONAL DESIGN AND TECHNOLOGY AND DOCTOR OF EDUCATION (EDD) IN EDUCATIONAL LEADERSHIP AND CURRICULUM LEADERSHIP**

*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 all PhD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School
- 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

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

- Earn a minimum of 44 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 EdD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School
- Complete one residency before taking starting the ADP courses
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering the ADP courses
- Maintain active student status until ADP is approved
- Complete a proposal approved by an ADP committee
- Successfully defend the proposal
- Complete an Applied Doctoral Project approved by an ADP committee
- Successfully defend the ADP

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

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

Candidates for admission to the Educational Specialist 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, and supplemental admission documents.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- Personal statement

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

## **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 all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School

## **REQUIREMENTS FOR 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 academic performance, professional experience, and supplemental admission documents.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor’s or master’s transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

## **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:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

## ***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 Dean of Graduate School

## ***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

## **HEALTH SCIENCES**

### ***REQUIREMENTS FOR DOCTOR OF HEALTH SCIENCE***

Candidates for admission to the Doctor of Health Science program are required to hold a graduate degree (or equivalent) from an accredited institution. Two (2) years of full-time managerial or professional experience in the healthcare or related field is recommended but not required. An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental documents.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school.  
Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- Personal statement

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

### ***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
- Final cumulative GPA of 3.0 or greater
- Successful completion of the SEE (450)
- Receive no more than one final grade of a "C" throughout the program major courses
- Completion of DNAP Clinical Practice requirements
- Competent and safe clinical evaluations demonstrated by clinical performance
- 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
- The program does NOT offer readmission to students who have been dismissed from the Nurse Anesthesia Program

### ***REQUIREMENTS FOR DOCTOR OF NURSE ANESTHESIA PRACTICE (COMPLETION)***

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

- Earn 30 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
- Completion of the Self-Evaluation Exam (SEE) with a minimum 450

### ***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
- 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) two-day residency after completing NUR801 and NUR801A during their program and before beginning NUR804 and NUR804A.

### ***REQUIREMENTS FOR MASTER OF SCIENCE IN BIOMEDICAL SCIENCES***

Students must maintain a minimum cumulative 3.0 GPA per semester throughout the graduate coursework in order to continue in the program. The program director/program coordinator will monitor each student's semester cumulative GPA and provide academic advisement and remediation per policies stated in the Student Handbook should they fall below the required 3.0 GPA.

To earn a Master of Biomedical Sciences from Keiser University, students must accomplish the following:

- Earn a minimum of 32 graduate semester credit hours in the Master of Biomedical Sciences program.
- Earn a minimum grade average of 3.0.
- Completion of the program with no more than two courses with a grade of "C".
- Complete all MSBMS requirements within five years of beginning coursework; exceptions and extenuating circumstances reviewed by the Dean of the Graduate School.

### ***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

### ***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 NURSING, WOMEN'S HEALTH FAMILY NURSE PRACTITIONER***

*To earn an MSN in Women's Health Nurse Practitioner from Keiser University, students must accomplish the following:*

- Earn a minimum of 51.0 graduate semester credit hours;
- Earn a minimum grade average of 3.0 GPA;
- Have no more than one course with a grade of "C";
- Complete all MSN Women's Health Nurse Practitioner credits through Keiser University;
- Complete the 680 minimum required number of precepted clinical hours;
- Complete two residencies.
- Complete all MSN Women's Health Nurse Practitioner degree requirements within five years of beginning coursework. (Exceptions for extenuating circumstances reviewed by the Dean of the Graduate School);
- Register for the National Board Certification Examination prior to completing the last course.

Note: Students who enter the Master of Science in Nursing with the goal of entering the Master of Science in Nursing, Women's Health Nurse Practitioner Program are not guaranteed a seat in the Master of Science in Nursing, Women's Health Nurse Practitioner Program. All the admissions criteria for the MSN WHNP program must be met prior to acceptance into that program.

## ***REQUIREMENTS FOR MASTER OF SCIENCE IN CLINICAL NUTRITION – COORDINATED PROGRAM***

Students must maintain a minimum cumulative 3.0 GPA per semester throughout the undergraduate and graduate coursework in order to continue in the program. The program director/program

coordinator will monitor each student's semester cumulative GPA and provide academic advisement and remediation per policies stated in the Student Handbook should they fall below the required 3.0 GPA.

Program completion requirements are:

- Completion of general education requirements with a minimum 3.0 cumulative GPA
- Completion of the lower division and upper division courses within the program of study with a minimum 3.0 cumulative GPA
- Completion of the required minimum of 1000 hours of supervised practice experience
- Demonstrated mastery of all ACEND knowledge and competence requirements

Students will be awarded the Verification Statement upon completion of all stated program completion requirements.

A student may submit a written request to the Dean of the Graduate School for consideration in being awarded the Bachelor of Science in Dietetics and Nutrition (BSDN) degree upon completion of 121 credit hours, (3 credits lower division major, 48 credits lower division General Education Courses, and 70 credits undergraduate courses). However, if the student does not continue in the MSCN program and complete the requirements listed above, the student will be considered a drop and will not receive a Verification Statement.

The program completion requirements are different if a student already holds a master's degree and wants to become a registered dietitian. Keiser University MSCN-CP will consider admitting these students as long as the master's degree is granted by a US Department of Education accredited institution, or foreign equivalent. These students will be required to complete the undergraduate component of the program with any eligible courses being transferred into Keiser University. They will also be required to successfully complete one eight-week supervised practice course in the master's curriculum which is DIE 544 – Advanced Practice and show mastery of all ACEND required competencies for RDNs by completing any additional assignments per the Program Director. After completion of the requirement stated here, the student will be awarded the Verification Statement.

Applicants cannot be enrolled in the Program if they are only interested in completing the graduate degree portion of the curriculum.

## ***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 1,000 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

## **SOCIAL SCIENCES**

### **REQUIREMENTS FOR DOCTOR OF CRIMINAL JUSTICE**

Candidates for admission to the Doctor of Criminal Justice program are required to hold a graduate degree (or equivalent) from an accredited institution. Two (2) years of full-time managerial or professional experience in criminal justice or related social science field is recommended. An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental documents.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- Personal statement

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

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

Candidates for admission to the PhD in Criminal Justice and Criminology program are required to hold a graduate degree (or equivalent) from an accredited institution. Two (2) years of full-time managerial or professional experience in criminal justice or related social science field is recommended. An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental documents

Candidates for admission to the PhD in Criminal Justice and Criminology program with a conferred bachelor's degree (or equivalent) in criminal justice or related social science field from an accredited

institution may enter the program as a **bachelor's entry** applicant with a minimum 3.0. undergraduate GPA.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor's, master's or doctorate transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- Personal statement

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

### **REQUIREMENTS FOR DOCTOR OF PHILOSOPHY IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY OR DOCTOR OF PHILOSOPHY IN PSYCHOLOGY**

Candidates for admission to the PhD 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 academic performance, professional experience, and supplemental admission documents.

Candidates for admission to the PhD in Industrial and Organizational Psychology and PhD in Psychology programs with a conferred bachelor's degree (or equivalent) in psychology or related behavioral science field from an accredited institution may enter the program as a **bachelor's entry** applicant with a minimum 3.0. undergraduate GPA.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor's, master's or doctorate transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- Personal statement

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

### **REQUIREMENTS FOR MASTER OF ARTS IN CRIMINAL JUSTICE AND 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 academic performance, professional experience, and supplemental admission documents.

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

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

### **REQUIREMENTS FOR MASTER OF ARTS IN INTERDISCIPLINARY STUDIES**

*To earn a Master of Arts in Interdisciplinary Studies 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 18 credits of the program through Keiser University
- The elective courses require approval by the Dean of the Graduate School
- Complete all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Director of Graduate Academics

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

Candidates for admission to the Master of Science in Industrial and Organizational Psychology and Master of Science in 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 academic performance, professional experience, and supplemental admission documents.

*Required documents for admission are as follows:*

- Submit an application for admission to the Graduate School
- Pay the \$55 application fee
- Submission of an unofficial bachelor's or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation
  - Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

*Failure to provide an official transcript by the end of the first semester of attendance will lead to dismissal from the program and Graduate School.*

## 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>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>Global MBA</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>Biomedical Sciences</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>Industrial and 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, Teaching and Learning</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>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>Global MBA</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>Industrial and 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, Teaching and Learning</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>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>Global MBA</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>Exercise and Sport Science</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>Industrial and Organizational Psychology</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, Teaching and Learning</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>
Ft. Lauderdale	<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>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>Global MBA</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>Industrial and 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, Teaching and Learning</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>DCJ</i>	<i>Doctor of Criminal Justice</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>EdD</i>	<i>Curriculum Leadership</i>	<i>online</i>
	<i>EdD</i>	<i>Education Leadership</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>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>Criminal Justice with Interdisciplinary Concentration</i>	<i>online only</i>
	<i>MA</i>	<i>Homeland Security</i>	<i>online</i>
	<i>MA</i>	<i>Interdisciplinary Studies</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>Global MBA</i>	<i>online</i>

	MBA	<i>Global MBA (Spanish)</i>	<i>online</i>
	MBA	<i>Management</i>	<i>online</i>
	MBA	<i>Management (Spanish)</i>	<i>online</i>
	MBA	<i>Marketing</i>	<i>online</i>
	MBA	<i>Technology Management</i>	<i>online</i>
	MS	<i>Clinical Mental Health Counseling</i>	<i>online</i>
	MS	<i>Exercise and Sport Science`</i>	<i>online</i>
	MS	<i>Financial Technology</i>	<i>online only</i>
	MS	<i>Golf Teaching and Learning</i>	<i>online</i>
	MS	<i>Nutrition with Distance Learning Internship</i>	<i>online</i>
	MS	<i>Organizational Leadership</i>	<i>online</i>
	MS	<i>Industrial and Organizational Psychology</i>	<i>online</i>
	MS	<i>Psychology</i>	<i>online</i>
	MSEd	<i>Education, Allied Health Teaching and Leadership</i>	<i>online</i>
	MSEd	<i>Education, Leadership</i>	<i>online</i>
	MSEd	<i>Education, Instructional Design and Technology</i>	<i>online</i>
	MSEd	<i>Education, Teaching and Learning</i>	<i>online</i>
	MSEd	<i>School Counseling</i>	<i>online</i>
	MSN	<i>Nursing</i>	<i>online</i>
	MSN	<i>Nursing, Family Nurse Practitioner</i>	<i>online</i>
	MSN	<i>Nursing, Women's Health Nurse Practitioner</i>	<i>online</i>
	EdD	<i>Curriculum Leadership</i>	<i>online</i>
	EdD	<i>Education Leadership</i>	<i>online</i>
	PhD	<i>Curriculum and Instruction</i>	<i>online</i>
	PhD	<i>Educational Leadership</i>	<i>online</i>
	PhD	<i>Criminal Justice and Criminology</i>	<i>online</i>
	PhD	<i>Industrial and Organizational Psychology</i>	<i>online</i>
	PhD	<i>Instructional Design and Technology</i>	<i>online</i>
	PhD	<i>Psychology</i>	<i>online</i>
Ft. Lauderdale Online Division	DBA	<i>Business Administration (Spanish) (Specializations in Global Management, or Global Business)</i>	<i>online</i>
	MBA	<i>Business Administration (Spanish)</i>	<i>online</i>
	MBA	<i>Global MBA (Spanish)</i>	<i>online</i>
	MBA	<i>Health Services Administration (Spanish)</i>	<i>online</i>

	MBA	<i>Management (Spanish)</i>	<i>online</i>
	MBA	<i>Marketing (Spanish)</i>	<i>online</i>
	MS	<i>Management (Spanish)</i>	<i>online</i>
	MS	<i>Organizational Leadership (Spanish)</i>	<i>online</i>
	MS	<i>Psychology (Spanish)</i>	<i>online</i>
	MSEd	<i>Education, Leadership (Spanish) (Liderazgo en Educación)</i>	<i>online</i>
	PhD	<i>Educational Leadership (Spanish) (Liderazgo en Educación)</i>	<i>online</i>
	PhD	<i>Industrial and Organizational Psychology (Spanish)</i>	<i>online</i>
	PhD	<i>Psychology (Spanish)</i>	<i>online</i>
Ft. Myers	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>
	EdS	<i>Educational Leadership</i>	<i>online only</i>
	EdS	<i>Instructional Design and Technology</i>	<i>online only</i>
	Grad Cert	<i>Health Services Management</i>	<i>online only</i>
	Grad Cert	<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>	<i>online only</i>
	MBA	<i>Health Services Administration</i>	<i>online only</i>
	MBA	<i>Global MBA</i>	<i>online only</i>
	MBA	<i>Management</i>	<i>online only</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>Exercise and Sport Science</i>	<i>online only</i>
	MS	<i>Golf Teaching and Learning</i>	<i>online only</i>
	MS	<i>Occupational Therapy (Bridge Program)</i>	
	MS	<i>Organizational Leadership</i>	<i>online only</i>
	MS	<i>Industrial and 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, Teaching and Learning</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>
Jacksonville	<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>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>Global MBA</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>

	MBA	<i>Technology Management</i>	<i>online only</i>
	MS	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	MS	<i>Financial Technology</i>	<i>online only</i>
	MS	<i>Golf Teaching and Learning</i>	<i>online only</i>
	MS	<i>Information Technology Leadership</i>	
	MS	<i>Organizational Leadership</i>	<i>online only</i>
	MS	<i>Industrial and 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>Instructional Design and Technology</i>	<i>online only</i>
	MSEd	<i>Education, Leadership</i>	<i>online only</i>
	MSEd	<i>Education, Teaching and Learning</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>Industrial and Organizational Psychology</i>	<i>online only</i>
Lakeland	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>
	EdS	<i>Educational Leadership</i>	<i>online only</i>
	EdS	<i>Instructional Design and Technology</i>	<i>online only</i>
	Grad Cert	<i>Health Services Management</i>	<i>online only</i>
	Grad Cert	<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>	<i>online only</i>
	MBA	<i>Health Services Administration</i>	<i>online only</i>
	MBA	<i>Global MBA</i>	<i>online only</i>
	MBA	<i>Management</i>	<i>online only</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>

	<i>MS</i>	<i>Golf Teaching and Learning</i>	<i>online only</i>
	<i>MS</i>	<i>Organizational Leadership</i>	
	<i>MS</i>	<i>Industrial and Organizational Psychology</i>	
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSCN – CP</i>	<i>Clinical Nutrition – Coordinated Program</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, Teaching and Learning</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>
Melbourne	<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>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>Global MBA</i>	<i>online only</i>
	<i>MBA</i>	<i>Management</i>	
	<i>MBA</i>	<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>Industrial and Organizational Psychology</i>	<i>online only</i>
	MS	<i>Psychology</i>	<i>online only</i>
	<i>MSCN – CP</i>	<i>Clinical Nutrition – Coordinated Program</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, Teaching and Learning</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>
Miami	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>
	PhD	<i>Educational Leadership</i>	<i>online only</i>
	PhD	<i>Instructional Design and Technology</i>	<i>online only</i>
	EdS	<i>Instructional Design and Technology</i>	<i>online only</i>
	Grad Cert	<i>Health Services Management</i>	<i>online only</i>
	Grad Cert	<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>Business Administration (Spanish)</i>	<i>online only</i>
	MBA	<i>Health Services Administration</i>	<i>online only</i>
	MBA	<i>Global MBA</i>	<i>online only</i>
	MBA	<i>Global MBA (Spanish)</i>	<i>online only</i>
	MBA	<i>Management</i>	<i>online only</i>
	MBA	<i>Management (Spanish)</i>	<i>online only</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>Financial Technology</i>	<i>online only</i>
	MS	<i>Golf Teaching and Learning</i>	<i>online only</i>
	MS	<i>Management (Spanish)</i>	<i>online only</i>
	MS	<i>Organizational Leadership</i>	<i>online only</i>
	MS	<i>Industrial and 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, Leadership</i>	<i>online only</i>
	MSEd	<i>Education, Online Teaching and Learning</i>	<i>online only</i>
	MSEd	<i>Education, Teaching and Learning</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>Industrial and Organizational Psychology</i>	<i>online only</i>
	PhD	<i>Psychology</i>	<i>online only</i>
Naples	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>
	DNAP	<i>Nurse Anesthesia Practice (Entry-intro-Practice)</i>	
	DNAP	<i>Nurse Anesthesia Practice (Completion)</i>	<i>online only</i>
	MBA	<i>Business Administration</i>	
	PhD	<i>Criminal Justice and Criminology</i>	<i>online only</i>
	PhD	<i>Curriculum and Instruction</i>	<i>online only</i>
	PhD	<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>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>Global MBA</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>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</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>MSEd</i>	<i>Education, Allied Health Teaching and 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, Leadership</i>	<i>online only</i>
	<i>MSEd</i>	<i>Education, Teaching and Learning</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>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>Global MBA</i>	
	<i>MBA</i>	<i>Management</i>	
	<i>MBA</i>	<i>Marketing</i>	
	<i>MBA</i>	<i>Technology Management</i>	
	<i>MS</i>	<i>Biomedical Sciences</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>Industrial and 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, Teaching and Learning</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>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>Global MBA</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>Financial Technology</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>Industrial and 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, Teaching and Learning</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 SFB</i>	<i>MAcc</i>	<i>Accountancy</i>	
	<i>MA</i>	<i>Criminal Justice</i>	
	<i>MA</i>	<i>Homeland Security</i>	

	MBA	<i>Business Administration</i>	
	MS	<i>Organizational Leadership</i>	
	MS	<i>Psychology</i>	
	MSEd	<i>Education, Allied Health Teaching and Leadership</i>	
	MSEd	<i>Education, Leadership</i>	
	MSEd	<i>Education, Career College Administration</i>	
	MSEd	<i>Education, Teaching and Learning</i>	
Pembroke Pines	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>Industrial and Organizational Psychology</i>	<i>online only</i>
	PhD	<i>Psychology</i>	<i>online only</i>
	EdS	<i>Educational Leadership</i>	<i>online only</i>
	EdS	<i>Instructional Design and Technology</i>	<i>online only</i>
	Grad Cert	<i>Health Services Management</i>	<i>online only</i>
	Grad Cert	<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>	
	MBA	<i>Business Administration</i>	
	MBA	<i>Business Administration (Spanish)</i>	<i>online only</i>
	MBA	<i>Health Services Administration</i>	
	MBA	<i>Global MBA</i>	
	MBA	<i>Global MBA (Spanish)</i>	<i>online only</i>
	MBA	<i>Management</i>	
	MBA	<i>Management (Spanish)</i>	<i>online only</i>
	MBA	<i>Marketing</i>	
	MBA	<i>Technology Management</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>Information Security</i>	
	MS	<i>Information Technology Leadership</i>	

	<i>MS</i>	<i>Organizational Leadership</i>	<i>online only</i>
	<i>MS</i>	<i>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSCN – CP</i>	<i>Clinical Nutrition – Coordinated Program</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, Teaching and Learning</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>
Port St. Lucie	<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>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>Global MBA</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>Industrial and Organizational Psychology</i>	<i>online only</i>
	<i>MS</i>	<i>Psychology</i>	<i>online only</i>
	<i>MSCN – CP</i>	<i>Clinical Nutrition – Coordinated Program</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, Teaching and Learning</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>Global MBA</i>	<i>online only</i>
	<i>MBA</i>	<i>Global MBA (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>

	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>
	PhD	<i>Educational Leadership</i>	<i>online only</i>
	PhD	<i>Instructional Design and Technology</i>	<i>online only</i>
	PhD	<i>Psychology</i>	<i>online only</i>
	EdS	<i>Educational Leadership</i>	<i>online only</i>
	EdS	<i>Instructional Design and Technology</i>	<i>online only</i>
	Grad Cert	<i>Educational Leadership</i>	<i>online only</i>
	Grad Cert	<i>Management and Leadership</i>	<i>online only</i>
	MA	<i>Criminal Justice</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>	<i>online only</i>
	MBA	<i>Health Services Administration</i>	<i>online only</i>
	MBA	<i>Global MBA</i>	<i>online only</i>
	MBA	<i>Management</i>	<i>online only</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>Industrial and 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, Leadership</i>	<i>online only</i>
	MSEd	<i>Education, Instructional Design and Technology</i>	<i>online only</i>
	MSEd	<i>Education, Teaching and Learning</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>Industrial and Organizational Psychology</i>	<i>online only</i>
<i>Shanghai, China</i>	MBA	<i>Business Administration (Mandarin)</i>	
	MBA	<i>Management (Mandarin)</i>	

	<i>MS</i>	<i>Applied Psychology (Mandarin)</i>	
	<i>MS</i>	<i>Industrial and Organizational Psychology (Mandarin)</i>	
	<i>MS</i>	<i>Psychology (Mandarin)</i>	
	<i>MSEd</i>	<i>Education, Leadership (Mandarin)</i>	<i>online only</i>
Tallahassee	<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>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>Global MBA</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>Industrial and 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, Teaching and Learning</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>
Tampa	<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>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>Global MBA</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>Biomedical Sciences</i>	
	<i>MS</i>	<i>Clinical Mental Health Counseling</i>	<i>online only</i>
	<i>MS</i>	<i>Financial Technology</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>Industrial and 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, Teaching and Learning</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>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>Global MBA</i>	<i>online only</i>
	<i>MBA</i>	<i>Global MBA (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>Industrial and 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, Teaching and Learning</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



### 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 (ACBSP ACCREDITED)**

#### *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 business theories to improve the organization through the use of literature as it applies to practice.
- Formulate and evaluate ethical business decisions using theory and literature.
- Contribute to the body of knowledge as part of the research community by applying appropriate business theories and research methods.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.
- Contribute to the body of knowledge as part of the research community by demonstrating advanced knowledge and skills based on the student's concentration.

### ***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

***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 GLOBAL MBA***

***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.

*Accelerated BABA to MBA Track*

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

### *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, Global MBA, 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 managerial responsibilities of organizations, including diversity.
- Apply selected business research methods to enhance business decisions
- Compare economic environments and markets and their impact on business
- Demonstrate advanced knowledge and skills based on the student's concentration to critically analyze and solve problems in real-world 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.

<b>Masters of Business Administration Prerequisite Courses</b>	(6.0 credit hours)
MBA500	Advanced Essential Business Concepts
MBA501	Advanced Quantitative Business Analysis

**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

**Global MBA** (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
<b>Technology Management (15.0 credit hours)</b>		
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 IN FINANCIAL TECHNOLOGY**

### **Program Description**

The MS in FinTech program aims to prepare students with workforce-ready knowledge, skills, and attitudes in the emerging FinTech industry. The program will ensure students are familiar with financial technologies, understand foundational concepts of FinTech, develop computation/analytical skills, and appreciate the value of ethics, professional communication needed to inform decisions, and a forward-thinking mindset.

### **Program Objectives**

1. Identify the advanced concepts of the FinTech sector, such as data analytics, AI, blockchain, and investment strategies
2. Analyze the financial market's ethical and legal standards
3. Examine financial technologies' impact on financial services
4. Apply data analytics and computational skills to financial markets analysis and operations
5. Communicate clearly and logically using professional communication skills

### **Pre-requisites for Major Courses**

- Baccalaureate degree from an accredited institution.
- NOTE: Courses in the MS FinTech program are eight-weeks in length.

### **Program Outline**

To receive a Master of Science in Financial Technology degree, students must earn 30 total semester credit hours as described below. The length of this program is approximately 10 – 12 months for a full-time student.

MFT501	Fundamentals of FinTech	3 Credit Hours
--------	-------------------------	----------------

MFT502	Artificial Intelligence and Machine Learning for FinTech	3 Credit Hours
MFT503	Digital Payments and Marketplace Lending	3 Credit Hours
MFT504	Cryptocurrency and Blockchain	3 Credit Hours
MFT505	Law, Policy, and Regulation in FinTech	3 Credit Hours
MFT506	Data Visualization	3 Credit Hours
MFT507	Financial Services and Digital Transformation	3 Credit Hours
MFT508	Big Data and Analytics	3 Credit Hours
CGS604	Strategic Management of Technology Innovation	3 Credit Hours
CGS605	Technology Forecasting and Analysis	3 Credit Hours

## **MASTER OF SCIENCE IN 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

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

### *Program Description*

The Master of Science in Organizational Leadership degree is a program that challenges students to develop advanced leadership skills in conflict resolution, organizational behavior management, team building, strategic management, employee motivation practices, and communication abilities to name a few. Graduates will be better able to perform in leadership roles and develop more successful and thriving organizations.

### *Program Objectives*

Demonstrate a professional knowledge of:

- Enhanced awareness and commitment towards assessing the ethical responsibilities of organizations, and exhibit knowledge and awareness to appraise legal responsibilities of organizations.
- The means to influence policy leading to employee behavioral characteristics in organizations.
- Identifying and interpreting alternatives to solve organizational business problems and decision making.
- Awareness of group dynamics and effective teamwork.
- Developing 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, interpreting knowledge of leadership theory, and access knowledge of managerial leadership skills.
- 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 Organizational Leadership degree, students must earn 36 graduate semester credit hours. The length of this program is approximately 24 months. NOTE: Courses in the MSOL program are each eight-weeks in length, and students are normally scheduled for one course at a time.

#### **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

## **MASTER OF SCIENCE IN 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 IN HEALTH SERVICES MANAGEMENT, MANAGEMENT AND LEADERSHIP, AND 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)

## **CHIROPRACTIC MEDICINE**

### ***DOCTOR OF CHIROPRACTIC***

#### ***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 college of chiropractic medicine. This vision includes both preparing 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 mission is to graduate competent doctors of chiropractic focusing on spine-care, who will serve the needs of our diverse communities. We provide leadership through excellence and innovation in education, research and evidence informed 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.
- Independently and competently select and perform chiropractic manual and manipulative procedures.
- Apply the values and principles of team dynamics to perform effectively in healthcare delivery and leadership teams.

### *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 217 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 (217 credit hours)**

DCP710	Biochemistry I	5.0 credit hours
DCP713	Physiology I	3.0 credit hours

DCP714	Biochemistry II	3.0 credit hours
DCP715	Physiology II	3.0 credit hours
DCP721	Gross and Spinal Anatomy I	8.0 credit hours
DCP722	Histology	2.0 credit hours
DCP723	Gross and Spinal Anatomy II	5.0 credit hours
DCP724	Gross Anatomy III	5.0 credit hours
DCP725	Embryology and Genetics	1.0 credit hours
DCP731	Neuroscience	6.0 credit hours
DCP732	Pathology I	3.0 credit hours
DCP761	Chiropractic Therapeutics I	3.0 credit hours
DCP762	Principles of Chiropractic Practice I	1.0 credit hours
DCP763	Chiropractic Therapeutics II	5.0 credit hours
DCP764	Principles of Chiropractic Practice II	1.0 credit hours
DCP765	Chiropractic Therapeutics III	5.0 credit hours
DCP766	Principles of Chiropractic Practice III	1.0 credit hours
DCP771	Clinical and Professional Development I	1.0 credit hours
DCP772	Clinical Case Conference I	1.0 credit hours
DCP773	Clinical and Professional Development II	2.0 credit hours
DCP774	Grand Rounds	1.0 credit hours
DCP775	Clinical and Professional Development III	1.0 credit hours
DCP776	Grand Rounds	1.0 credit hours
DCP831	Pathology II	3.0 credit hours
DCP832	Clinical Microbiology and Immunology	4.0 credit hours
DCP841	Diagnostic and Clinical Sciences I –Examination	5.0 credit hours
DCP842	Diagnostic and Clinical Sciences II –Introduction to Orthopedics	3.0 credit hours
DCP843	Diagnostic and Clinical Sciences III –Clinical Laboratory Diagnosis	3.0 credit hours
DCP844	Diagnostic and Clinical Sciences IV –Orthopedics	3.0 credit hours
DCP845	Diagnostic and Clinical Sciences V –Clinical Laboratory Seminar	1.0 credit hours
DCP846	Diagnostic and Clinical Sciences VI –Neurology	3.0 credit hours
DCP851	Diagnostic Imaging I (Technique)	3.0 credit hours
DCP852	Diagnostic Imaging II (Technique)	2.0 credit hours
DCP861	Chiropractic Therapeutics IV	5.0 credit hours
DCP862	Principles of Chiropractic Practice IV	1.0 credit hours
DCP869	Chiropractic Therapeutics V –Clinical Nutrition	4.0 credit hours
DCP864	Chiropractic Therapeutics VI	5.0 credit hours
DCP865	Chiropractic Therapeutics VII –Physiological Therapeutics VIII	3.0 credit hours
DCP866	Chiropractic Therapeutics VIII	4.0 credit hours
DCP867	Chiropractic Therapeutics IX –Rehabilitation	3.0 credit hours
DCP871	Clinical and Professional Development IV	2.0 credit hours
DCP872	Grand Rounds	1.0 credit hours
DCP873	Clinical and Professional Development V	2.0 credit hours
DCP874	Clinical Practice I	4.0 credit hours
DCP875	Grand Rounds	1.0 credit hours
DCP876	Clinical and Professional Development VI	2.0 credit hours
DCP877	Clinical Practice II	4.0 credit hours
DCP878	Grand Rounds	1.0 credit hours

DCP941	Diagnostic and Clinical Sciences VII –Orthopedics	3.0 credit hours
DCP942	Diagnostic and Clinical Sciences VIII – Systems Disorders	5.0 credit hours
DCP943	Diagnostic and Clinical Sciences IX –Emergency Care	1.0 credit hours
DCP944	Diagnostic and Clinical Sciences X –Women’s Health and Chiropractic Pediatrics	3.0 credit hours
DCP945	Diagnostic and Clinical Sciences XI – Pharmacology	1.0 credit hours
DCP946	Diagnostic and Clinical Sciences XII –Systems Disorders	5.0 credit hours
DCP947	Diagnostic and Clinical Sciences XIII – Chiropractic Geriatrics	3.0 credit hours
DCP948	Diagnostic and Clinical Sciences XIV – Public Health	2.0 credit hours
DCP949	Diagnostic and Clinical Sciences XV –Topics in Contemporary Healthcare	2.0 credit hours
DCP951	Diagnostic Imaging III Technique and Interpretation	3.0 credit hours
DCP952	Diagnostic Imaging IV - Interpretation	3.0 credit hours
DCP953	Diagnostic Imaging V - Interpretation	1.0 credit hours
DCP962	Chiropractic Therapeutics X –Nutritional Therapy Seminar	1.0 credit hours
DCP963	Chiropractic Therapeutics XI	1.0 credit hours
DCP964	Principles of Chiropractic Practice V	1.0 credit hours
DCP971	Clinical and Professional Development VII	1.0 credit hours
DCP972	Clinical Practice III	5.0 credit hours
DCP973	Grand Rounds	1.0 credit hours
DCP974	Clinical and Professional Development VIII	2.0 credit hours
DCP975	Clinical Practice IV	6.0 credit hours
DCP976	Grand Rounds	1.0 credit hours
DCP977	Clinical and Professional Development IX	1.0 credit hours
DCP978	Clinical Practice V	10.0 credit hours
DCP979	Grand Rounds	1.0 credit hours
DCP990	Clinical Practice VI – Clerkship or Preceptorship I	15.0 credit hours

## EDUCATION



## **DOCTOR OF PHILOSOPHY DEGREES**

### **DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION**

### **DOCTOR OF EDUCATION**

#### *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.

#### *Program Goals*

1. Students will demonstrate practice as a scholar researcher in the field to advance the body of knowledge.
2. Students demonstrate leadership and critical thinking to build safe, effective, learning cultures.
3. Students will demonstrate knowledge and leadership in sound educational instruction and curriculum design.
4. Students will demonstrate critical thinking in organizational abilities, written and spoken, communication, and in research skills.

#### *Student Learning Objectives*

1. Demonstrate comprehensive professional knowledge of curriculum theory
2. Demonstrate comprehensive professional knowledge of ethical, reflective decision-making
3. Demonstrate comprehensive professional knowledge of curriculum designs for schools and school systems
4. Demonstrate comprehensive professional knowledge of best practices in instruction.
5. Demonstrate comprehensive professional knowledge of emerging technologies for education
6. Demonstrate comprehensive professional knowledge of techniques for assessment of student learning.
7. Demonstrate comprehensive professional knowledge of curriculum design and assessment

#### *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	Diversity, Ethical Decision-Making, and Community Relations (program pre-requisite)	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 (Pre-requisites: RSM700, RSM800, RSM810, and RSM811)	3.0 credit hours

\*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. Students will demonstrate practice as a scholar researcher in the field to advance the body of knowledge.
2. Students demonstrate leadership and critical thinking to build safe, effective, learning cultures.
3. Students will demonstrate best practices for sound educational leadership in school and instructional management.
4. Students will demonstrate critical thinking in organizational abilities, written and spoken, communication, and in research skills.

### *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:

1. Demonstrate comprehensive professional knowledge of leadership theory
2. Demonstrate comprehensive professional knowledge of ethical, reflective decision-making
3. Demonstrate comprehensive professional knowledge of management and administration skills for schools and school systems
4. Demonstrate comprehensive professional knowledge of best practices in instruction
5. Demonstrate comprehensive professional knowledge of emerging technologies for education

6. Demonstrate comprehensive professional knowledge of techniques for assessment of student learning
7. Demonstrate comprehensive professional knowledge of teaching, educational leadership positions, and superintendency

### *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	Diversity, Ethical Decision-Making, and Community Relations (program pre-requisite)	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	Analysis of Data and Needs Assessment	3.0 credit hours
EDL752	Innovation in Teaching and Supervision	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

##### **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*

1. Students will demonstrate practice as a scholar researcher in the field to advance the body of knowledge.
2. Students will extrapolate implications and application of future technologies in education.
3. Students will demonstrate knowledge and application of technological methods for learner and program success as well as sound instructional and curriculum design.
4. Students will demonstrate critical thinking in organizational abilities, written and spoken, communication, and in research skills.

## *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:

1. Demonstrate comprehensive professional knowledge of instructional design theory
2. Demonstrate comprehensive professional knowledge of ethical, reflective decision-making
3. Demonstrate comprehensive professional knowledge of instructional design management
4. Demonstrate comprehensive professional knowledge of instruction and design systems
5. Demonstrate comprehensive professional knowledge of emerging technologies for education and the implications of emerging technologies
6. Demonstrate comprehensive professional knowledge of techniques for assessment of projects and learners

## *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	Diversity, Ethical Decision-Making, and	

IDT720	Community Relations (program pre-requisite)	3.0 credit hours
IDT721	Designing Training and Performance Solutions	3.0 credit hours
EDU740	Leading Technology Innovation	3.0 credit hours
	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.

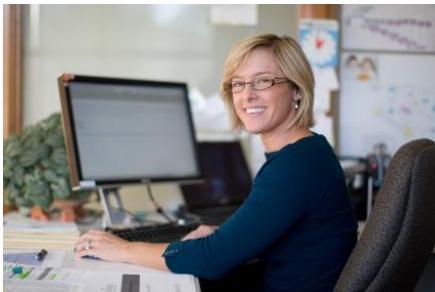
EDR 900	Dissertation	2.0 credit hours
---------	--------------	------------------

**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.*



## **DOCTOR IN EDUCATION DEGREES**

### **EDUCATIONAL LEADERSHIP**

#### *Program Description*

Keiser University's Doctor of Education in Education Leadership prepares reflective scholars and capable professionals who apply theory, methods, and best practices to dynamically improve schools through quality management and leadership. The program fosters lifelong learning through dynamic leadership and management, ethical and informed decision-making, supporting diversity within an institution to create a culture of learning, teaching, and growth, managing assessment of outcomes, facilitating the management of curriculum, developing effective communication as community leaders, utilizing quality supervision, and leveraging technology to manage institutions.

#### *Program Mission Statement*

The mission of the doctorate in Education Leadership program is to prepare students as leaders in education through reflective practice to maximize personal potential as leaders and institutional potential in the achievement of stakeholder outcomes. With a focus on extensive examination of theory and practice, the program provides an evidence-based foundation for excellence and relevant opportunities in leadership in fields requiring knowledge of theory of leadership and management of learning, assessment, and institutional outcomes.

#### *Program Goals*

1. Students will demonstrate leadership and critical thinking to lead safe, effective, diverse learning environments.
2. Students will demonstrate knowledge and skills to effectively manage and lead institutions with goals tied to education and learning.
3. Students will demonstrate reflective practice on theory, research, and innovation to lead the development and implementation of plans to improve outcomes and facilitate change.
4. Students will demonstrate critical thinking through the organization of written and spoken communication and applied research skills.

#### *Student Learning Objectives*

1. Students will demonstrate the ability to build and assess diverse learning opportunities, including the capacity to critically analyze and differentiate instruction in a variety of learning situations.
2. Students will be able to assess ethical and legal issues that affect all stakeholders at the school level, applying critical thinking to anticipate and resolve potential problems while maintaining a safe learning environment for all students, faculty, and staff.
3. Students will demonstrate the ability to manage educational budget and funding issues, oversee HR processes at the institutional level, and manage curriculum evaluation, design, implementation, and modification.

4. Students will demonstrate critical thinking tied to change processes affecting educational institutions, including technology, and will demonstrate the ability to apply leadership theory and practice to initiate and lead reform, innovation, and future efforts.
5. Students will identify and apply the appropriate leadership theory and behaviors to identify institutional issues requiring improvement, to assess learning and program effectiveness, and to initiate needs assessment and change efforts that advance learning outcomes and build student and faculty success.
6. Students will utilize and apply leadership theory and best practices related to supervision and professional development for faculty and institutional growth.
7. Students will be able to assess and plan for the cost, risk, and benefits of various technologies and ongoing technological innovations for school, classroom, and student use for appropriate dissemination in educational environments.
8. Students will demonstrate knowledge, skills, and ability to implement applied research studies to for institutional improvement and change.
9. Students will communicate clearly and logically through written and spoken communication by incorporating APA professional writing standards and showing evidence of higher-level thinking skills in the organization of thoughts including application, analysis, synthesis, and evaluation, where applicable in all written and presented assignments.

### *Pre-requisites for Major Courses*

Master's degree from an accredited institution

**NOTE:** Courses in the EdD program are eight-weeks in length and students are scheduled for one or two courses concurrently. ADP courses are eight-weeks in length and students are scheduled for two ADP courses per semester.

### *Program Outline*

To receive a Doctor of Educational Leadership degree, students must earn 44 graduate semester credit hours as described below.

#### **Doctor of Educational Leadership (44 credit hours)**

##### **Foundation Courses (12.0 credit hours)**

EDU712	Diversity, Ethical Decision-Making, and Community Relations	3.0 credit hours
EDU710	Ethical and Legal Issues in Education/Leadership	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	Analysis of Data and Needs Assessment	3.0 credit hours
EDL752	Innovation in Teaching and Supervision	3.0 credit hours
CIL746	Curriculum and Instruction for Professional Development	3.0 credit hours

##### **Elective Courses (6.0 credits required)**

IDT722	Management of Distance Education	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours

##### **Research Courses (6.0 credit hours)**

RSM811	Mixed Methods	3.0 credit hours
RSM715	Design of Systematic Studies in Education	3.0 credit hours

##### **ADP Courses (8.0 credit hours)**

Students must be admitted to candidacy before enrolling in ADP Courses.

ADP901	Applied Doctoral Project	2.0 credit hours
--------	--------------------------	------------------

## **Residency Requirement**

Doctoral students must complete one residency prior to the ADP courses

DOPR2                  Doctor of Philosophy Residency Two

\*See *Teaching Education information for Alabama applicants/students at end of section.*

## **CURRICULUM LEADERSHIP**

### *Program Description*

Keiser University's Doctor of Education in Curriculum Leadership prepares reflective scholars and capable professionals who apply theory, methods, and best practices to dynamically improve schools through quality curriculum, instruction, and assessment practices. The program fosters lifelong learning by creating dynamic leaders and facilitators. This program values ethical and informed decision-making around differentiation of instructional and learning strategies, creating and using effective assessment and data-based practices, managing the design and implementation of curriculum, instruction, and training, utilizing effective communication as instructional leaders, and leveraging technology to improve educational outcomes.

### *Program Mission Statement*

The mission of the doctorate in Education Curriculum Leadership program is to prepare students as leaders in curriculum using reflective practice to maximize their potential through each phase of 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, implementation, and analysis including philosophy of design, instructional strategies, assessment, and professional development.

### *Program Goals*

1. Students will demonstrate leadership and critical thinking to support safe, effective, diverse learning environments.
2. Students will demonstrate knowledge and skills in sound instructional and curricular design within a variety of learning modalities and platforms.
3. Students will demonstrate reflective practice on theory, research, and innovation to create, implement, and lead curriculum and instructional change.
4. Students will demonstrate critical thinking through the organization of written and spoken communication and applied research skills.

### *Student Learning Objectives*

1. Students will demonstrate the ability to build and assess diverse learning opportunities, including the capacity to critically analyze and differentiate instruction in a variety of learning situations.
2. Students will be able to assess ethical and legal issues that affect all stakeholders at the school level, applying critical thinking to anticipate and resolve potential problems while maintaining a safe learning environment for all students, faculty, and staff.
3. Students will be able to apply processes of needs assessment to school curriculum challenges involving the analysis and evaluation of curriculum, and to the design, assessment, and modification of new curriculum and instruction.
4. Students will be able to lead, administer, and manage electronic and distance learning platforms, including managing course rooms, facilitators, instruction, and ensuring the achievement of learning outcomes.
5. Students will be able to recognize and apply both theory and practice to issues of instruction, curriculum, professional development, and assessment, demonstrating the ability to identify challenges, create solutions, and lead change efforts in evolving educational environments.

6. Students will be able to assess the cost, risk, and benefits of various technology and ongoing technological innovations for school, classroom, and student use and be able to plan for appropriate dissemination in educational environments.
7. Students will demonstrate knowledge, skills, and ability to implement applied research studies for curriculum and learning outcome improvement and change.
8. Students will communicate clearly and logically through written and spoken communication by incorporating APA professional writing standards and showing evidence of higher-level thinking skills including application, analysis, synthesis, and evaluation, where applicable in all written and presented assignments.

### *Pre-requisites for Major Courses*

Master's degree from an accredited institution

**NOTE:** Courses in the EdD program are eight-weeks in length and students are scheduled for one or two courses concurrently. ADP courses are eight-weeks in length and students are scheduled for two ADP courses per semester.

### *Program Outline*

To receive a Doctor of Curriculum Leadership degree, students must earn 44 graduate semester credit hours as described below.

#### **Doctor of Curriculum Leadership (44 credit hours)**

##### **Foundation Courses (12.0 credit hours)**

EDU712	Diversity, Ethical Decision-Making, and Community Relations	3.0 credit hours
EDU710	Ethical and Legal Issues in Education/Leadership	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours
IDT722	Management of Distance Education	3.0 credit hours

##### **Curriculum Leadership Core Courses (12.0 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

##### **Elective Courses (6.0 credits required)**

IDT721	Leading Technology Innovation	3.0 credit hours
EDU741	Differentiated Instruction	3.0 credit hours

##### **Research Courses (6.0 credit hours)**

RSM811	Mixed Methods	3.0 credit hours
RSM715	Design of Systematic Studies in Education	3.0 credit hours

##### **ADP Courses (8.0 credit hours)**

Students must be admitted to candidacy before enrolling in ADP Courses.

ADP901	Applied Doctoral Project	2.0 credit hours
--------	--------------------------	------------------

##### **Residency Requirement**

Doctoral students must complete one residency prior to the ADP courses

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 Goals*

1. Students will demonstrate practice as a scholar researcher in the field to advance the body of knowledge.
2. Students demonstrate leadership and critical thinking to build safe, effective, learning cultures.
3. Students will demonstrate best practices for sound educational leadership in school and instructional management.
4. Students will demonstrate critical thinking in organizational abilities, written and spoken, communication, and in research skills.

### *Student Learning Objectives*

1. Demonstrate comprehensive professional knowledge of Leadership theory
2. Demonstrate comprehensive professional knowledge of ethical, reflective decision-making
3. Demonstrate comprehensive professional knowledge of management and administration skills for schools and school systems.
4. Demonstrate comprehensive professional knowledge of best practices in instruction.
5. Demonstrate comprehensive professional knowledge of emerging technologies for education
6. Demonstrate comprehensive professional knowledge of techniques for assessment of student learning.
7. Demonstrate comprehensive professional knowledge of Teaching, Educational leadership positions, and Superintendency.

### *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 (15.0 Credit Hours)**

EDU712	Diversity, Ethical Decision-Making, and Community Relations (program pre-requisite)	3.0 credit hours
EDU710	Ethical and Legal Issues in Education/Leadership	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

##### **Leadership Elective (3.0 Credit Hours)**

**Elective Choices:** EDU741, EDU742, IDT722, IDT720

### **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*

1. Students will demonstrate practice as a scholar researcher in the field to advance the body of knowledge.
2. Students will extrapolate implications and application of future technologies in education.
3. Students will demonstrate knowledge and application of technological methods for learner and program success as well as sound instructional and curriculum design.
4. Students will demonstrate critical thinking in organizational abilities, written and spoken, communication, and in research skills.

### *Student Learning Objectives*

1. Demonstrate comprehensive professional knowledge of instructional design theory
2. Demonstrate comprehensive professional knowledge of ethical, reflective decision-making
3. Demonstrate comprehensive professional knowledge of instructional design management
4. Demonstrate comprehensive professional knowledge of instruction and design systems
5. Demonstrate comprehensive professional knowledge of emerging technologies for education and the implications of emerging technologies
6. Demonstrate comprehensive professional knowledge of techniques for assessment of projects and learners

### *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 Instructional Design and Technology Major Core Courses (30.0 credit hours)**

#### **Foundation Courses (15.0 credit hours)**

EDU712	Diversity, Ethical Decision-Making, and Community Relations	3.0 credit hours
EDU710	Ethical and Legal Issues in Education/Leadership	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

**Leadership Elective (3.0 Credit Hours)**

*Elective Choices: EDU741, EDU742, IDT722, EDU730*

*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 MSEd 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	Introduction to Curriculum and Instructional 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 MSEd 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 MSEd 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	Introduction to Curriculum and Instructional 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
EDUS512	Education Governance, Motivation and Ethical Decision Making	3.0 credit hours
EDU 513	Introduction to Curriculum and Instructional 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 MSEd 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 MSEd 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	Introduction to 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
IDT577	Management of Technology-Based Instructional Implementation and Evaluation	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 MSEd 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	Introduction to 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.

## **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





## HEALTH SCIENCES

### **DOCTOR 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 hours
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 (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 DMAP: 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), DMAP Capstone courses (12 credits), and clinical practice courses (15 credit hours). Courses in the DMAP: 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 (COMPLETION)**

### *Program Description*

Keiser University's Doctor of Nurse Anesthesia Practice (DNAP) degree is the highest practice degree in nurse anesthesia. KU offers the DNAP degree through a completion program specifically designed with an online format. All students accepted into the program must be currently licensed Certified Registered Nurse Anesthetists (CRNAs). The program is designed be completed online over two years. KU's DNAP program is designed specifically for working CRNAs.

The DNAP completion degree focuses on integration of research findings for evidence-based clinical practice, education, administration, and business management related to nurse anesthesia. In addition to foundational courses students are required to complete a capstone project.

### *Program Objectives*

Upon completion of the program, students will be able to:

The following objectives are designed to meet Keiser University's mission and goals: Upon completion of the program, students will be able to:

- 1) Providing opportunities to apply 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)

The following objectives are designed to meet Keiser University's mission and goals:

### *Program Outline*

To receive a Doctor of Nurse Anesthesia Practice, DNAP (Completion) degree, students must complete 30 doctoral graduate semester credit hours. The length of this program is approximately 24 months (80 weeks).

### **Doctor of Nurse Anesthesia Practice, DNAP (Completion) (30 credit hours)**

NUR 706	Scientific Foundations for Evidence-Based Practice	3.0 credit hours
NGR 707	Business Management Application in Evidence-based Practice	3.0 credit hours
NGR 842	Capstone I: Topic & Literature Review	3.0 credit hours
NGR 840	Leadership in Advanced Practice Nursing: Influencing Policy and Improving Patient Outcomes	3.0 credit hours
NGR 852	Capstone II: Methodology & IRB Submission	3.0 credit hours
NGR 762	Health Informatics Application	3.0 credit hours
NRG 962	Capstone III: Implementation	3.0 credit hours
NGR 708	Leadership Approaches in Healthcare	3.0 credit hours
NGR 972	Capstone IV: Evaluation of Outcomes & Dissemination	3.0 credit hours
NGR 716	Business in Anesthesia	3.0 credit hours

## **DOCTOR OF 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 accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791.

### ***Mission Statement***

The College of Nursing at Keiser University utilizes a “students first” philosophy to increase access to nursing education for a diverse student body at the undergraduate and graduate level and prepares students to provide holistic nursing care to improve individual, community, and global health outcomes.

### ***Program Objectives***

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>Clinical Practice 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

#### **Elective Courses** (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

\*In addition, students also complete 115 clinical practice hours in NUR703, NUR704, NUR705, and NUR706 each (460 total)

#### **Residency Requirement**

Beginning January 2019, students enrolling in the DNP program will be required to attend one two-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 IN BIOMEDICAL SCIENCES**

### *Program Description*

Keiser University's Master of Biomedical Sciences program is a rigorous graduate program that provides students a strong foundation in theory and practice for future professional, laboratory, and teaching applications. This program is a non-thesis master's degree designed to provide students with the hands-on and theoretical skills necessary to interpret, apply, and produce primary literature in the field of the Biological and Biomedical sciences, thereby contributing to the advancement of knowledge in the field. The coordinated program provides all the didactic coursework plus supervised laboratory experiences.

### *Program Objectives*

Keiser University's Master of Science in Biomedical Science program prepares students with the knowledge, skills, and abilities to work on the cutting edge of medical science.

Upon completion of this program, students will be able to:

- Apply course related knowledge in advanced settings of the student's choice, such as individual and group research endeavors, biotechnology company internships, and medical volunteer opportunities.
- Create meaningful research projects that result in scholarly outcomes and advanced laboratory skill sets.

- Conduct applied research, based on course studies, that allows students to practice with cutting-edge technologies in biotechnology and biomedical sciences
- Critically analyze scientific literature, peer experimental protocols, and individual laboratory results.
- Collaborate with in-field scientists and peers to gain scholarly dialogue and reflection of industry standards, into lesser-known areas of practice and scholarship that
- Reflect upon historical, current, and future practices and controversial topics.
- Contemplate the meaning of critical analysis, biased studies, and leadership in biomedical sciences.

### *Program Outline*

To receive an MS in Biomedical Sciences, students must earn 32 graduate semester credit hours. The length of the program, taking two courses per semester, is approximately 22 months. The length of the program taking four courses per semester is approximately 12 months; program lengths may vary due to individual circumstances.

Curriculum includes:

MCB5225	Molecular Biology of Disease	3.0 credit hours
PCB5235	Molecular Immunology	3.0 credit hours
PCB5265	Stem Cell Biology	3.0 credit hours
PCB5527	Genetic Engineering and Biotechnology	3.0 credit hours
GMS6111	Human Pathology	3.0 credit hours
GMS6141	Medical Microbiology	3.0 credit hours
GMS6505	Molecular Pharmacology	3.0 credit hours
PHC 6050	Biostatistics	3.0 credit hours
BSC6459	Bioinformatics	3.0 credit hours
BSC6905	Directed Research and Scientific Writing	3.0 credit hours
BCH6935	Special Topics/Seminars	2.0 credit hours

### ***MASTER OF SCIENCE IN CLINICAL NUTRITION – COORDINATED PROGRAM***

This program prepares students to take the Registration Exam for Dietitians to become a Registered Dietitian Nutritionist. The program is 32 months in length after the general education courses are completed. There are 48 credits of Lower Division General Education courses required along with 3 credits of Lower Division Major courses, 70 credits of undergraduate courses, and 36 credits of graduate level courses. Tuition will vary between the undergraduate and graduate courses.

The coordinated program provides all of the didactic coursework plus supervised practice experiences. Supervised practice sites are scheduled for the student by the program; students are not required to find their own sites.

At this time, the MSCN-CP is offered at the Lakeland, Melbourne, Pembroke Pines and Port St. Lucie campuses.

Students are required to complete the required General Education courses with a minimum of a 3.0 cumulative GPA in order to begin the undergraduate major courses. If a student does not have the required 3.0 GPA in order to start the undergraduate courses, the student may petition the Dean for Grade Forgiveness which permits a student to re-take a course in which a grade of "C" was earned. The Grade Forgiveness policy can be found in the Undergraduate Catalog on page 11. The Undergraduate Catalog is published on the university website.

Students must maintain a minimum cumulative 3.0 GPA per semester throughout the undergraduate and graduate coursework in order to continue in the program. The program director/program coordinator will monitor each student's semester cumulative GPA and provide academic advisement and remediation per policies stated in the Student Handbook should they fall below the required 3.0 GPA.

Applicants cannot be enrolled in the Program if they are only interested in completing the graduate degree portion of the curriculum.

### **Lower Division General Education Courses (48 credits)**

#### **Behavioral/Social Science (3 Credits)**

PSY1012	Introduction to Psychology	3.0 credit hours
SYG1000	Sociology	3.0 credit hours

#### Computers (3 Credits)

CGS1000C	Introduction to Computers	3.0 credit hours
----------	---------------------------	------------------

#### **Economics (3 Credits)**

ECO1023	Microeconomics	3.0 credit hours
ECO2013	Macroeconomics	3.0 credit hours

#### **English (6 credits)**

ENC1101	English Composition I	3.0 credit hours
ENC2102	English Composition II	3.0 credit hours

#### **Mathematics (6 Credits)**

MAC2105	College Algebra	3.0 credit hours
STA2023	Statistics	3.0 credit hours

#### **Humanities/Fine Arts (3 credits)**

AML1000	American Literature	3.0 credit hours
ENL1000	English Literature	3.0 credit hours
CWL1000	Contemporary World Literature	3.0 credit hours

#### **Natural Science (24 Credits)**

BCH1020C	Fundamentals of Biochemistry	4.0 credit hours
BSC2085C	Anatomy/Physiology I	4.0 credit hours
BSC2086C	Anatomy/Physiology II	4.0 credit hours
CHM2045	General Chemistry	3.0 credit hours
CHM2045L	General Chemistry Lab	4.0 credit hours
CHM2046	Advanced Chemistry	3.0 credit hours
CHM2046L	Advanced Chemistry Lab	4.0 credit hours
MCB 2000C	Microbiology	4.0 credit hours

### **Lower Division Major Course (3 credits)**

HUN2201	Principles of Nutrition	3.0 credit hours
---------	-------------------------	------------------

### **Undergraduate Level Courses (70 Credits)**

FOS3021C	Fundamentals of Food	4.0 credit hours
FOS4041C	Food Science	4.0 credit hours
HUN3403	Life Cycle Nutrition	3.0 credit hours
DIE3317	Dietetics in Community Health	3.0 credit hours

PET 3361C	Nutrition in Health and Exercise	4.0 credit hours
-----------	----------------------------------	------------------

HUN 4241	Advanced Nutrition	4.0 credit hours
DIE 4564	Research Methods	3.0 credit hours
DIE 3125C	Management of Dietary Services	4.0 credit hours
DIE 3213	Medical Nutrition Therapy 1	3.0 credit hours
DIE 3246C	Medical Nutrition Therapy 2	4.0 credit hours
HUN 3126C	Food and Culture	4.0 credit hours
DIE 4436C	Nutrition Counseling and Education	4.0 credit hours
HUN 4445	Nutrition and Disease 1	3.0 credit hours
HUN 4446	Nutrition and Disease 2	3.0 credit hours
DIE 4506	Seminar in Dietetics	3.0 credit hours
DIE 4365	Dietetics Management of Nutrition Program	3.0 credit hours
DIE 4537A	Supervised Practice 1A	3.5 credit hours
DIE 4537B	Supervised Practice 1B	3.5 credit hours
DIE 4538A	Supervised Practice 2A	3.5 credit hours
DIE 4538B	Supervised Practice 2B	3.5 credit hours

### **Graduate Level Courses (36 credits)**

HUN 503	Nutrition Assessment	3.0 credit hours
HUN 587	Nutritional Biochemistry in Health and Disease	3.0 credit hours
HUN 501	Trends in Therapeutic Nutrition	3.0 credit hours
RSM 602	Research Methods	3.0 credit hours
DIE 561	Food, Nutrition and Communication	3.0 credit hours
HUN 502	Special Topics: Pediatrics and Geriatrics	3.0 credit hours
DIE 544	Advanced Practice (Supervised Practice)	3.0 credit hours
HUN 652	Public Health Nutrition	3.0 credit hours
EDU 510	Affirming Diversity	3.0 credit hours
HSM 691	Quality Management in Healthcare	3.0 credit hours
DIE 628	Dietetic Management and Administration	3.0 credit hours
HUN 656	Capstone	3.0 credit hours

**Course descriptions for graduate-level courses appear in the Keiser University Graduate Catalog.**  
**Course descriptions for undergraduate-level courses appear in the Keiser University Undergraduate Catalog.**

## ***MASTER OF SCIENCE IN 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 evidence-based practice needed for a professional career and/or the first progression towards a terminal degree within exercise, fitness, wellness, and athletics.

### ***Program Objectives***

1. Devise strategies for application of course-related knowledge in advanced settings such as collegiate sports programs, rehabilitation clinics, and entrepreneurial fitness businesses.

2. Articulate meaningful program-specific projects that provide tangible scholarly outcomes and advanced practitioner skill sets.
3. Structure applied research allowing students direct access to current evidence-based practices in all derivatives of Exercise and Sport Science.
4. Facilitate investigations resulting in scientific evidence and real-world solutions.
5. Assess and debate exploratory investigations into lesser-known areas of practice and scholarship that prompt student reflection on being a leader in the field of Exercise 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)**

PET503	Applied Sport Science	3.0 credit hours
PET507	Evidence Based Practice in Exercise and Sport Science	3.0 credit hours
PET515	Measurement and Evaluation in Exercise Science	3.0 credit hours
PET597	Reflective Practice for Health and Fitness Professionals	3.0 credit hours
PET563	Applied Nutrition	3.0 credit hours
PET585	Advanced Programing for Health and Human Performance	3.0 credit hours
PET589	Physiology of Health and Fitness	3.0 credit hours
RSM613	Research Methods	3.0 credit hours

### **Exercise and Sport Science Elective Courses (6.0 credit hours)**

Choose two:

PET535	Applied Neuromechanics	3.0 credit hours
PET537	Psychology of Sports behavior and Performance	3.0 credit hours
PET557	Environmental Physiology	3.0 credit hours
PET572	Physical Activity and Public Health	3.0 credit hours
PET610	Special Projects	3.0 credit hours

### **Exercise and Sport Science Research Courses (Option A) (6.0 credit hours)**

PET645 Case Study I	3.0 credit hours
PET646 Case Study II	3.0 credit hours

### **Exercise and Sport Science Research Courses (Option B) (3.0 credit hours)**

PET671 Thesis I	3.0 credit hours
PET672 Thesis II	3.0 credit hours

## ***MASTER OF SCIENCE IN 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.

### ***Mission Statement***

The College of Nursing at Keiser University utilizes a "students first" philosophy to increase access to nursing education for a diverse student body at the undergraduate and graduate level and prepares students to provide holistic nursing care to improve individual, community, and global health outcomes.

### ***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 661	Principles of Pharmacology for Advanced Practice II	3.0 credit hours
NUR671	Advanced Health Assessment and Diagnostic Reasoning II	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.

## **MASTER OF SCIENCE IN 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.

### *Mission Statement*

The College of Nursing at Keiser University utilizes a "students first" philosophy to increase access to nursing education for a diverse student body at the undergraduate and graduate level and prepares students to provide holistic nursing care to improve individual, community, and global health outcomes.

### *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)

## **MASTER OF SCIENCE IN NURSING, WOMEN'S HEALTH NURSE PRACTITIONER**

### *Program Description*

Keiser University's Master of Science in Nursing Women's Health Nurse Practitioner program explores the complexities of providing primary care to women and sexual and reproductive health care throughout their lifespan. Focusing on quality health care including a woman's physical, emotional, and spiritual needs and the needs of those disadvantaged by gender or sexual health inequalities.

Students will gain the knowledge and skills to be women's health nurse practitioner leaders who are empowered to generate, explore, and apply women's health care knowledge for evolving health care environments.

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, Women's Health Nurse Practitioner (MSN WHNP) program is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791.

### *Mission Statement*

The College of Nursing at Keiser University utilizes a "students first" philosophy to increase access to nursing education for a diverse student body at the undergraduate and graduate level and prepares students to provide holistic nursing care to improve individual, community, and global health outcomes.

### *Program Objectives*

The overall objective of the program is to provide the student with the knowledge and skills to be a women's health nurse practitioner leader who is empowered to generate, explore, and apply nursing and midwifery knowledge for evolving health care environments. The program goals are:

- Implement the WHNP management process to manage all health care conditions within the scope of practice as defined by NCC and Nurse Practitioner of Women's Health (WHNP)
- Apply and evaluate frameworks related to human rights, cultural competence, ethics, and socioeconomics while providing care
- Utilize health care policies, health indicators, and health care issues to advocate for, lead, and make changes for health care for women on a local, state, and national level
- Communicate, collaborate, and consult skillfully with other health care team members to accomplish interprofessional collaboration
- Apply evidence-based clinical practice research findings into their practice

### *Clinical Experiences*

Toward the end of the program, students will complete clinical 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 also complete clinical experiences in a variety of practice settings including the opportunity for international clinical practice that will enrich their learning experience. Students will be responsible for selecting an appropriate site that can provide the types of activities, clients, and clinical supervision if clinicals will be completed outside of the South Florida region. Assistance will be provided in obtaining a clinical site if clinicals are completed in South Florida. 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 in Nursing Women's Health Nurse Practitioner.

## *Program Outline*

To receive a Master of Science in Nursing in the Women's Health Nurse Practitioner program, students must earn 51 graduate semester credit hours as described below. The length of this program is approximately 30 months.

### **Master of Science in Women's Health Nurse Practitioner Core Courses (51 credit hours)**

*NUR501	Leadership and Professional Development in Nursing	3.0 credit hours
NUR671	Advanced Health Assessment and Diagnostic Reasoning II- Residency 1	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
NUR680	Research for Evidence-Based Practice and Outcome Management	3.0 credit hours
NUR502	Nursing Theory for Research and Practice	3.0 credit hours
NUR 520	Health Systems, Policy, and Resource Management	3.0 credit hours
NUR540	Human Diversity, Global Health, and Social Issues	3.0 credit hours
NUR610	Roles and Contexts for the Women's Health Nurse Practitioner	3.0 credit hours
NUR611	Advanced Reproductive Care	3.0 credit hours
NUR612	Primary Care in Adolescents and Adults-Residency 2	3.0 credit hours
NUR613	Perinatal Care	3.0 credit hours
NUR614	Women's Health Care Across the Lifespan-Residency 3	3.0 credit hours
NUR615	Women's Health Synthesis	3.0 credit hours
NUR616	WHNP Certification Review	3.0 credit hours

\*NUR501 Prerequisite course

### **Master of Science in Women's Health Nurse Practitioner Clinical Experiences (6 credit hours)**

NUR612A	WHNP I: Primary Care in Adolescents and Adults Clinical	1.0 credit hours
NUR613A	WHNP II: Perinatal Care Clinical	1.0 credit hours
NUR614A	WHNP III: Women's Health Care Across the Lifespan Clinical	2.0 credit hours
NUR615A	WHNP IV: Women's Health Synthesis Clinical	2.0 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 MSN in Women's Health Nurse Practitioner program requires three courses (NUR 671, NUR612, and NUR 614) where students will receive on-campus instruction during an intensive weekend. Students will focus on skill development in women's health and 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.

**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.



## **MASTER OF SCIENCE IN 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 complete 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 1,000 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.

The Keiser University Master of Science in Nutrition with Distance Learning Internship (KU-MS/DI) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, USA, 800-877-1600 ext. 5400 eatright.org/acend.

### *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-level courses and the Distance Learning Internship run concurrently. Courses in the master's program are eight-weeks in length. The internship (1,000 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 courses 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)**

HUN502	Special Topics: Principles of Dietetics and Medical Nutrition Therapy	3.0 credit hours
DIE544	Advanced Practice I	3.0 credit hours
HUN503	Nutrition Assessment	3.0 credit hours
DIE545	Advanced Practice II	3.0 credit hours
RSM602	Research Design	3.0 credit hours
DIE546	Advanced Practice III	3.0 credit hours
HSM691	Quality Management in Healthcare	3.0 credit hours
HUN525	Nutrition Biochemistry in Health and Disease	3.0 credit hours
HUN501	Trends in Therapeutic Nutrition	3.0 credit hours
HUN652	Public Health Nutrition	3.0 credit hours
HUN656	Capstone: Research Methods in Nutrition	3.0 credit hours
HUN628	Dietetic Management and Administration	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>.



## **MASTER OF SCIENCE IN 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.

## *MSOT Bridge Program Objectives*

### **Keiser University's MSOT program enables students to:**

Objective 1: Articulate and apply occupational therapy theory, client-centered evaluation, and OT practice-related evidence to formulate, implement and modify occupation-based interventions.

Objective 2: Demonstrate effective interdisciplinary collaboration skills in order to maximize OT clients' and populations functional outcomes.

Objective 3: Demonstrate the ability to effectively utilize available community resources and create/generate new resources to meet the needs of OT clients and populations.

Objective 4: Demonstrate entry-level clinical competence, professional behaviors and leadership abilities through a combination of academic and fieldwork education culminating in meeting established professional criteria.

Objective 5: Engage in scholarly endeavors to interpret and apply evidence-based practice data to OT practice.

Objective 6: Demonstrate professional written and verbal 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) – within 5 years
- Human Anatomy and Physiology II with lab (4 credit hours) – within 5 years
- 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 (83 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 (Pediatric/Adolescent)	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 (Adult)	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, each 8 weeks except for the first semester. In the first semester, students will take one (1) MSOT course per eight-week term. The on-line component of each course is asynchronous and synchronous 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.

## INFORMATION TECHNOLOGY



### **MASTER OF SCIENCE 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
ISS640	Cryptography	3.0 credit hours
ISS670	Advanced Network Security	3.0 credit hours
ISS675	Survey of Computer Languages	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
ISS690	Capstone Project Information Security	3.0 credit hours



## **MASTER OF SCIENCE IN 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



## **PSYCHOLOGY**

### ***DOCTOR OF PHILOSOPHY IN 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 (Pre-requisite: PSY701, RSM700, RSM702)	3.0 credit hours
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)**

RSR701	Quantitative Research I (Pre-requisite RSR702)	3.0 credit hours
RSR702	Research Design and Qualitative Methods	3.0 credit hours
RSR801	Quantitative Research II (Pre-requisite RSR701)	3.0 credit hours
RSR802	Advanced Research Theory, Design, and Methods (Pre-requisite: RSR702)	3.0 credit hours
RSR821	Advanced Research: Pre-Proposal and Literature Review (Pre-requisite RSR701, RSR801 and RSR802)	3.0 credit hours

RSR821 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)

RSR815	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



## ***DOCTOR OF PHILOSOPHY IN 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) Psychometrics (Pre-requisites PSY770, RSM701)	3.0 credit hours
RSM821	Advanced Research: Pre-Proposal and Literature Review	3.0 credit hours

(Pre-requisite RSM701, RSM801 and RSM802)

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 IN 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 have increased his/her knowledge and demonstrate competency in the areas of:

1. Human growth and development
2. Personal characteristics, professional orientation, and ethical practices of counselors consistent with the American Counseling Association Code of Ethics and state and federal laws that govern the practice of counselors
3. Theoretical approaches to counseling and case conceptualization, including articulation of a personal theory of counseling and an integrative approach to wellness and prevention as a professional counselor
4. Helping relationships and counseling skills and techniques
5. Group dynamics, process, and counseling, including various types of group (i.e., counseling and psychoeducational)
6. Career development and practice that is appropriate to the student's employment setting
7. Multicultural and social justice issues in counseling, including advocating for the profession and diverse client populations
8. Appraisal and assessment, including application of developmental theory
9. Crisis intervention, including skills necessary to communicate and collaborate with, or refer to, multidisciplinary teams of professionals in schools, agencies, and higher education settings
10. Issues in addictions
11. Research and program evaluation methods, including use of research and evaluation methods necessary to identify and critique evidence-based practices and to use date to improve program outcomes, and Clinical Mental Health Counseling specific roles, skills, duties, and issues

## *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., MHC510, MHC525, 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.



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

### *Program Description*

The Master of Science in Industrial and 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 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 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 Industrial and 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 Industrial and 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	3.0 credit hours

(Program pre-requisite course – taken alone)		
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	3.0 credit hours
	Pre-requisite: PSY501, RSM600, RSM602	
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.



## **MASTER OF SCIENCE IN 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.

## SOCIAL SCIENCES

### **DOCTOR OF CRIMINAL JUSTICE**

#### *Program Description*

The degree of DCJ is designed to produce students of crime and justice who possess: (1) a thorough understanding of criminal justice 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) effectively lead and manage criminal justice organizations.

The DCJ program will produce students capable of making contributions to the criminal justice discipline in the academic and applied components of the discipline. The curriculum is designed to ensure that graduates are well equipped to participate in criminal justice positions emphasizing research, theory, evidence-based practice, and the administration of justice.

### *Program Objectives*

The degree of Doctor of Criminal Justice is designed to produce students of crime and justice who possess:

- A thorough understanding of criminal justice issues;
- The intellectual and methodological skills necessary for the continuing process of discovery and understanding of crime- and justice-related issues;
- The capacity for integrative and analytical thinking;
- Competency at transmitting knowledge;
- Problem-solving skills;
- The ability to disseminate research findings in published scholarship.

### *Prerequisites for Major Courses*

Students may enter the Doctor of Criminal Justice with a master's degree from an accredited institution

### *Program Outline*

To receive a Doctor of Criminal Justice degree, students with a master's degree must earn 44 graduate semester credit hours as described below. Depending on the transfer or credit and scheduling variables, the DCJ program can be completed in as little as 2.5 years or less.

#### **Doctor of Criminal Justice Major Core Courses (44.0 credit hours)**

##### **Foundation Courses (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
Special Topics		
CRJ765	Crime and Punishment	3.0 credit hours

##### **Research Courses (9.0 credit hours)**

RSM803	Advanced Research Design	3.0 credit hours
RSM700	Quantitative Research I	3.0 credit hours
RSM810	Qualitative Research	3.0 credit hours

##### **Applied Doctoral Project Courses (8.0 credit hours) - Students must complete four Applied Doctoral Project Courses.**

ADP900	Applied Doctoral Project	2.0 credit hours
--------	--------------------------	------------------

#### **Residency Requirement**

Doctoral students must complete one residency prior to Applied Doctoral Project Courses.

Doctoral Residency One

## **DOCTOR OF PHILOSOPHY IN 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 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
CRJ720	Criminal Justice Policies and Practices	3.0 credit hours
CRJ760	Advanced Criminal Justice Leadership	3.0 credit hours
MACJ590	Research Methods in CJ	3.0 credit hours
MACJ610	Capstone	3.0 credit hours

(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
CRJ765	Crime and Punishment	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
RS810	Qualitative Research	3.0 credit hours
RS823	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



## **MASTER OF ARTS IN 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.

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

### **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

#### **MASTER OF ARTS IN CRIMINAL JUSTICE WITH INTERDISCIPLINARY CONCENTRATION**

To receive a Master of Arts in Criminal Justice with Concentration in Interdisciplinary Studies, students must earn 33 graduate semester credit hours. Curriculum includes:

MACJ501	Seminar in Criminal Justice	3.0 credit hours
MACJ512	Seminar in Court Systems	3.0 credit hours
MACJ513	Seminar in Correctional Systems	3.0 credit hours
MACJ511	Seminar in Law Enforcement	3.0 credit hours
MACJ590	Research Methods in Criminal Justice	3.0 credit hours
MACJ514	Theory in Criminology and Criminal Justice	3.0 credit hours
	Concentration Elective	3.0 credit hours
	Concentration Elective	3.0 credit hours
	Concentration Elective	3.0 credit hours
	Concentration Elective	3.0 credit hours
MACJ610	Criminal Justice Capstone	3.0 credit hours

#### **MASTER OF ARTS IN 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.

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

## **MASTER OF ARTS IN INTERDISCIPLINARY STUDIES**

### *Program Description*

Keiser University's Master of Arts in Interdisciplinary Studies program will provide an intensive study of theory and practice in the fields of the student's selected concentrations. The program will foster independent learning and enable students to contribute intellectually to their selected concentrations. Students will select two concentrations or a combination of courses (up to 12 credits) each from their desired concentration totaling eight courses (or 24 credits). Students will complete two capstone courses (6 credits), an action research project based on the student's personal or professional goals. The master's project will provide an interdisciplinary approach to completing an action research project, synthesizing information from various sources utilizing different methodologies, and drawing conclusions to present a new perspective on the student's selected topic. The master's program in total is 30 credits. The chosen concentration elective courses will vary based on students' goals and approval by the Dean of the Graduate School.

Upon completion of this program, students can:

- Synthesize and analyze the knowledge of the literature of the discipline of two areas of study by examining the interdisciplinary relationship of each discipline.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information for professional delivery.
- Incorporate scholarly writing, research, and ethical responsibilities of professional practice in the field of study.

- Completing a final action research project designed to contribute to the advancement of the field.

### *Pre-requisites for Major Courses*

- Bachelor's degree from an accredited institution.

### *Program Outline*

To receive a Master of Arts in Interdisciplinary Studies degree, students must earn 30 graduate semester credit hours. The curriculum includes:

	Graduate Elective Courses	
RSM551	Action Research I	Up to 24. credit hours
RSM611	Action Research II	3.0 credit hours 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. Pre-requisite: BUS510

### **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.

### **ADP901 (2.0 credit hours)**

#### *Applied Doctoral Project*

The Applied Doctoral Project is designed to guide candidates through the applied, theoretical, research-related, and practical aspects of designing and implementing research, adding to the body of knowledge in the field. Candidates will write and present a proposal, conduct research, submit an ADP to their committee for approval, and present the ADP.

### **BCH6935 (2.0 credit hours)**

#### *Special Topics/Seminars*

This course assists students in various forms of scientific communication while learning to critically evaluate scientific information presented in written form and orally by speakers in our department's weekly seminar series. Students will engage in meaningful, scholarly dialogue and collaboration about research in biomedical sciences. Upon completion of this course students will gain an increased understanding of scholarly dialogue and scientific research through active listening, dialogue, reflection within the research community, and scholarly article review.

### **BSC6459 (3.0 credit hours)**

#### *Bioinformatics*

Presents tools and resources in bioinformatics including computer programming, comparative genetics and identification of homology in species. Students will explore the medical and technological uses of phylogenetics, and complete hands-on computer-based applications of concepts. Upon completion of this course, students will be competent to use tools and resources in bioinformatics relevant to professional careers in biotechnology and medicine.

## **BSC6905 (3.0 credit hours)**

### *Directed Research and Scientific Writing*

The specific subject chosen will stem from a student's own interests in graduate-level biology. A scholarly product is expected. Students will create a term paper culminating from scientific literature review and hands-on laboratory research. All projects are to be completed by the student working independently with guidance from their faculty advisor. Upon completion of this course, students will be prepared for scientific writing and creating laboratory protocols relevant to academic and biotechnology research.

## **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*

This course aims to better understand the dynamics of industries driven by technological innovation and 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.

## **CGS605 (3.0 credit hours)**

### *Technology Forecasting and Analysis*

The course is intended to provide students with essential knowledge of technology and systems to make them more effective in their careers. Students will examine 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, requirements for a new IT system, system development, software packages, and knowledge management. Applications from e-commerce are considered throughout the course, and 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.

## **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.

## **CRJ746 (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.

## **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.

## **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*

This course focuses on the history and evolution of management/leadership theory and practice over the last century by examining foundational and current literature in the field. Doctoral students will perform an in-depth exploration of the different management theories as applied to domestic and global organizations as well as related literature on organizational design, organizational behavior, leadership, and global organizations.

## **DBA720 (3.0 credit hours)**

### *Global Business*

This course examines the theory and practice of international and global business and focuses on the organizational structures, strategies, and operations of multinational enterprises. The global political, economic, and social environment within which multinational enterprises operate including cross-culture, labor and environmental standards are integrated.

## **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 strategic management theories and practice through the foundational and current literature in the field. Applications will include organizations of different sizes, industries, and national origin. (Co-requisite: DBA700)

## **DBA810 (3.0 credit hours)**

### *Micro Organizational Behavior*

The purpose of this course is to provide the theoretical underpinnings of individual and group behavior in organizations. Students will receive extensive exposure to the scientific method, various research methodologies, and the use of academic research journals as it applies to organizational behavior. Introductory topic areas include: the nature and study of organizations, the changing world of people and organizations, and research methods in OB. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **DBA820 (3.0 credit hours)**

### *Macro Organizational Behavior*

The purpose of this course is to explore the view of organizations as social systems which interact with their internal and external environments. Students will receive extensive exposure to the scientific method, various research methodologies, and the use of relevant academic research journals. Macro-organizational behavioral research steps back and looks at an organization as a whole. It studies how organizations move in markets and how their strategies regarding employees and leadership affect the performance of the entire organization. Macro-changes affect the organization as a whole and are focused on policy and strategy decisions. These are affected by an organization's own standards, government regulations, and how the organization creates and transmits decisions. In the macro-environment, the relevant industry and economy become very important when making key decisions about the future of the organization. Topics include: changes in cultural categories and markets, social movements and their influence on firms and markets, the effects of historical strategic interactions with a firm's strategic decision making, the impact of workforce demographic change and labor market inequality, organizational learning processes, social networks, and firm formation processes. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **DBA830 (3.0 credit hours)**

### *Decision Making and Risk Analysis*

The purpose of this course is to explore the decision process under conditions of uncertainty and risk. Students will receive extensive exposure to the scientific method, various research methodologies, and the use of relevant academic research journals. Topics such as decision making under uncertainty, managing uncertainty, traps and bias in decision making, the role of intuition in decision making, managers' thinking and decision making, risk management, and effective decisions will be covered. Both subjective, qualitative approaches, and quantitative approaches will be explored. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **DBA850 (3.0 credit hours)**

### *Organizational Design and Development*

The purpose of this course is to provide the theoretical background and current research in the design and development of organizations. Students will receive extensive exposure to the scientific method, various research methodologies, and the use of relevant academic research. An organization's design or architecture provides the framework through which an organization aims to realize its competitive advantages and core competencies. It provides the infrastructure into which processes are deployed to match the organization's strategy. Organizational development is the ongoing process by which organizations align themselves with the internal and external environments. Topics include

organizational structures, organizational systems, re-engineering, resource allocation, and organizational change. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **DBA860 (3.0 credit hours)**

### *Emerging Management Theories*

This course examines the theory and practice of international and global business and focuses on the organizational structures, strategies, and operations of multinational enterprises. The global political, economic, and social environment within which multinational enterprises operate including cross-culture, labor, and environmental standards are integrated. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **DBR800 (3.0 credit hours)**

### *Methods and Analysis of Quantitative Research*

Quantitative Research 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.

## **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.

## **DCP710 (5.0 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, and related Biochemistry Lab.

### **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, gastrointestinal, reproductive, endocrine, cardiovascular, respiratory, and reproductive 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). Clinical examples are used throughout the course enabling the student to integrate basic science information into a clinical context. Wherever possible, pathologic anatomy is presented and discussed.

### **DCP724 (5.0 credit hours)**

#### *Gross Anatomy 3*

This course focuses on the anatomy of the nervous system, the special senses, and of the head and neck region. Both the central and peripheral nervous systems are studied and integrated with the Neuroscience course (DCP 731). Relevant neurophysiology and the anatomical basis of pain is discussed. Small group facilitated discussions provide clinicopathological correlation, context and relevance of the structures being studied. Normal radiographic and imaging anatomy is included throughout the course.

### **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.

### **DCP731 (6.0 credit hours)**

#### *Neuroscience*

This course provides 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 1 – Palpation and Psychomotor Skills*

This is the first of multiple 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 – Introduction to Chiropractic*

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 – Introduction to Spinal and Thoracic Spine Technique*

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 skills in spinal palpation and manipulation in a supervised laboratory setting.

## **DCP764 (1.0 credit hour)**

### *Principles of Chiropractic Practice 2 – Contemporary Chiropractic Practice*

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 – Lumbar Spine and Pelvic Technique*

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 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 – Chiropractic Philosophy*

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 – Introduction to Evidence-Based Practice*

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.

## **DCP 772 (1.0 credit hour)**

### *Clinical Case Conference*

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 – Professionalism and Clinical Reasoning*

Evidence-Based-Practice (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 7 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 – Professionalism and Communication*

This course continues the theme of DCP753 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 7 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 1 – 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 are introduced to the concepts of test sensitivity and specificity, normal and abnormal values, and the laboratory tests indication for the accurate approach to diseases. Students learn the appropriate use of clinical laboratory tests for selected clinical cases.

### **DCP844 (3 credit hours)**

#### *Diagnostic and Clinical Sciences 4 – Extremity 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 relevance 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. The students will learn and practice the appropriate pre-analytic phase of laboratory tests for practice in the office, including pre- collection variables, specimen collection methods including blood and urine, and related process and transport techniques in this course.

### **DCP846 (3.0 credit hours)**

#### *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 – Introduction to Radiographic Technique*

Introduces the use of ionizing radiation in diagnostic imaging, and explains the concepts of radiation physics, radiobiology and radiation safety. Students will have the opportunity to develop radiographic positioning skills in lumbar and pelvic techniques. Engages students to develop basic patient communication skills in the explanation of performing radiographic procedures.

### **DCP852 (2.0 credit hours)**

#### *Diagnostic Imaging 2 – Radiographic Positioning & Normal Radiographic Anatomy*

Introduces normal radiographic anatomy and common anatomical variants for the skeletal system. Students will have the opportunity to develop radiographic positioning skills for imaging of the cervical and thoracic spinal regions, thorax, upper and lower extremities. Engages students to develop clinical decision-making skills in the area of assessing the necessity of diagnostic imaging studies based on presenting history and symptoms.

### **DCP861 (5.0 credit hours)**

#### *Chiropractic Therapeutics 4 – Cervical Spine Technique*

This course continues with developing skills in spinal manipulation. Manipulation techniques for the upper and lower cervical spine, and cervico-thoracic regions are introduced and practiced. Functional anatomy, biomechanics, assessment, contraindications, and practice guidelines are all discussed in the context of clinical case management. A special focus is given to the topic of vertebrobasilar complications of manipulative therapy. 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 – Neurological and Spinal Pain Models*

This course focuses on various neurological models for spinal joint dysfunction and manipulation. The nature of pain, its origins, mechanisms, and alleviation are 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 (4.0 credit hours)**

#### *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 – Extremities Technique*

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 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 – Advanced Technique*

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 are emphasized throughout the course. Force-sensing chiropractic treatment tables and

videos 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 credits)**

#### *Chiropractic Therapeutics 9 – Rehabilitation*

The student is introduced to both the biomechanics and physical attributes of 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.

### **DCP871 (2.0 credit hours)**

#### *Clinical and Professional Development 4 – Introduction to Clinical 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 7 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 – Introduction to Chiropractic Business*

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 7 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 – Chiropractic Marketing*

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 7 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 – Clinical Orthopedics*

This course reviews the content of the previous two orthopedics courses and provides 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 hour)**

### *Diagnostic and Clinical Sciences 9 - Emergency Care*

This course is designed to provide students and graduates with the skill and knowledge to assess an emergency condition, prioritize and triage care in complex situations, and provide basic first aid in order to preserve life and prevent further injury prior to the arrival of emergency personnel. Conditions covered include, but are not limited to, stroke, cardiac arrest, respiratory distress, acute trauma (including head and spinal injuries, and fractures), diabetic emergencies, seizures, poisoning, and emergency childbirth. Students who do not already have CPR and AED certification will be provided with opportunities to attain their certificates.

## **DCP944 (3.0 credit hours)**

### *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 hour)**

### *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 hour)**

### *Diagnostic and Clinical Sciences 15 – Topics in Contemporary Healthcare*

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 – Tumor and Tumor-Like Processes*

Introduces a systematic approach to the interpretation of radiographs beginning with a review of normal anatomy and variants and progressing to development of search patterns. Students will have the opportunity to develop radiographic interpretation and differential diagnostic skills in tumor and tumor-like processes, including infections, of the skeletal system. Engages students to develop clinical decision-making skills in clinical management of aggressive pathologies versus benign processes through case-based scenarios.

## **DCP952 (3.0 credit hours)**

### *Diagnostic Imaging 4 – Arthritic Disorders, Trauma, and Metabolic Disorders*

Reinforces a systematic approach to the interpretation of radiographs with a refinement of search pattern strategies. Students will have the opportunity to develop radiographic interpretation and differential diagnostic skills in arthritic, rheumatologic, skeletal trauma, hematologic, endocrine, and metabolic conditions. Engages students to develop clinical decision-making skills in clinical management of arthritic, rheumatologic, skeletal trauma, hematologic, endocrine and metabolic conditions through case-based scenarios.

## **DCP953 (1.0 credit hour)**

### *Diagnostic Imaging 5 – Chest and Abdomen*

Reinforces a systematic approach to the interpretation of radiographs with a refinement of search strategies focusing on soft tissue patterns. Students will have the opportunity to develop radiographic interpretation and differential diagnostic skills in chest and abdominal pathologies relevant to chiropractic practice. Engages students to develop clinical decision-making skills in clinical management chest and abdominal pathologies relevant to chiropractic practice through case-based scenarios.

## **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 – Clinical Application of Technique*

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 – Principles into Practice*

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 – Legal and Regulatory Chiropractic Practice*

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. In this pre-clerkship stage, students are prepared for their upcoming clerkship. Students will be trained in clinic policies, procedures and requirements. Special emphasis will be placed on the record-keeping system, compliance issues, and the clinical exam skills needed for the clinic entrance OSCE.

### **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 7 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 – Chiropractic Research and Epidemiology*

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 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 8 to semester 9 meet weekly 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 – Law and Jurisprudence*

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 8 to semester 9 meet weekly 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 and/or Preceptorship*

The final semester provides an opportunity for eligible 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 eligible student may opt to continue 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.

### **DIE 544 (3.0 Credit hours)**

#### *Advance Practice 1 Medical Nutrition Therapy*

Planned learning experiences; combining the in-depth study of theoretical concepts in the various domains of nutrition and dietetics: clinical, community and dietetic management. Requires a minimum of 302 hours of in-person supervised practice experience.

### **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.

## **DIE 628 (3.0 credit hours)**

### *Dietetic Management and Administration*

This course is designed to provide the student with an understanding of leadership/managerial concepts, strategies to design/improve patient/client satisfaction and apply the principles of Six Sigma towards problem-solving and critical thinking management issues.

## **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)**

## *Analysis of Data and Needs Assessment*

This course will examine two key issues common to educational supervisory and leadership roles: 1) analyzing and understanding many disparate types and sources of data and 2) determining what the data means and how to use that data to make a plan to solve a problem. Course activities and topics will involve identifying sources of data, determining their suitability for examination, accessing, interpreting, and using that data, as well as concomitantly considering the needs assessment process to design a plan for change based upon the results and findings.

### **EDL752 (3.0 credit hours)**

#### *Innovation in Teaching and Supervision*

This course will examine trends in teaching, such as personalized learning, blended learning, Project-Based Learning, Social and Emotional Learning, and Culturally Responsive Teaching, as well as trends and models in supervision, including Data Driven Supervision, Collaborative Supervision, Instructional Leadership, Social and Emotional Learning, and Technology Integration. In both teaching and supervision, we will examine trends moving in the direction of holistic, learner-centered, inquiry based, and culturally responsive approaches.

### **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)**

### *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.

## **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

## **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, worksite, 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)**

### *Diversity, Ethical Decision-Making, 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. (Prerequisite: 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.

### **GMS6111 (3.0 credit hours)**

#### *Human Pathology*

Presents a comprehensive overview of human pathology with emphasis on disease mechanisms, diagnostic technologies, and current treatment modalities. Topics include general mechanisms of disease, pathology of organ systems, review of diagnostic tools, and current pharmacological interventions of disease. The objectives of this course are accomplished through a set of integrated lectures and scientific literature research, as well as a student-driven course project leading to a formal presentation on a medical issue in human pathology.

### **GMS6141 (3.0 credit hours)**

#### *Medical Microbiology*

This course presents the fundamental aspects of microbiology critical to understanding the nature of microbiological agents that are applicable to human health and disease. Upon completion of this course students will gain an understanding of the principles of microbiology that govern the relationship between pathogens and humans and their relationship to modern medical diagnostics and therapeutics. Students will identify the major pathological organisms, immunomodulatory response, and medical interventions in research and current use.

### **GMS6505 (3.0 credit hours)**

#### *Molecular Pharmacology*

Presents basic knowledge of the modes of action of drugs at the molecular level and pharmacological methodology. Upon completion of this course students will be able to explain the action of chemotherapeutic agents and the principles of absorption, distribution, metabolism, and elimination of drugs. Students will apply pharmacological methodology for analyzing experimental data relevant to current research.

## **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, socioeconomic 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.

## **HUN503 (3.0 credit hours)**

### *Nutrition Assessment*

The course explores nutrition assessment using the Nutrition Care Process (NCP). Students will complete complex online simulation studies using EHR GO technology simulating the electronic medical record addressing the current therapeutic guidelines for disease and strategies and techniques for nutrition education/counseling with a special emphasis on using appropriate NCP terminology and analytical thinking.

## **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.

## **HUN 587 (3.0 credit hours)**

### *Nutritional Biochemistry in Health and Disease*

Focuses on the role of diet in relation to health and disease, and the process by which humans absorb, transport, utilize, and excrete food substances. Students learn to apply nutritional biochemistry principles to the understanding, application, and treatment of medical diseases by reviewing current literature and synthesizing scientific evidence.

## **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.

## **HUN 651 (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.

## **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: Research Methods in Nutrition*

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.

## **HSM 691 (3.0 credit hours)**

### *Quality Management in Healthcare*

This course provides the student with 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.

## **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.

## **IDT577 (3.0 credit hours)**

### *Management of Technology-Based Instructional Implementation and Evaluation*

This course is designed to understand the practice of IDT issues across a variety of fields and professions (Education, Business/Industry, Government, Military, NGOs, Healthcare/Medicine), and the components/steps carried out in the Implementation and Evaluation Stages of the ISD process. Using best practices, students will design and implement an engaging, effective, online webinar, and understand the roles and responsibilities of the ADDIE process for IDT members. Other topics include course/training evaluations/plans, IDT career professional development/peer collaboration, and TPACK model use-strategies.

## **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 used 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, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **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, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **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, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **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: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **ISS510 (3.0 credit hours)**

### *Enterprise Information Systems and Networks*

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.

### **ISS520 (3.0 credit hours)**

#### *Database Systems and Security*

This course is designed to provide students with an understanding of database management system fundamentals, data models, design, implementation and processing. Topics include the relational model and languages, database analysis and design, distributed systems, storage structures, data definition languages, and data manipulation languages for the relational approach to database management.

### **ISS550 (3.0 credit hours)**

#### *Software Engineering*

This course is designed to teach students about formal software engineering principles and practices required for the development of information systems, application software and embedded systems. Topics include: structured and object-oriented analysis, design and implementation of information systems; distributed information systems; information system life-cycle models, platforms and security.

### **ISS640 (3.0 credit hours)**

#### *Cryptography*

This course provides a comprehensive discussion on the various cryptographic methods employed to maintain the confidentiality, integrity and availability of data. Topics include pseudorandom functions and permutations, block ciphers, symmetric encryption schemes, security of symmetric encryption schemes, hash functions, message authentication codes (MACs), PKI, public-key (asymmetric) encryption, digital signatures, security of asymmetric encryption and digital signature schemes.

### **ISS655 (3.0 credit hours)**

#### *Global E-Commerce and Privacy Assurance*

This course is designed to summarize the concepts of corporate E-Commerce systems on the Internet and mechanisms used to ensure privacy. Students will evaluate the ethical challenges faced by individuals and organizations in the application of information assurance and the dynamic state of the law as it applies to behavior in cyberspace. Topics include: History of E-Commerce, E-Commerce business models, Internet Technologies, Online payment systems and E-Commerce security.

### **ISS670 (3.0 credit hours)**

#### *Advanced Network Security*

This course involves analysis and design of network security hardware/software defense techniques and countermeasures. Topics include protocol vulnerabilities, network defense techniques such as designing firewall systems, content filters, network appliances, tunneling, network access models, biometrics, TCP/IP security in IPv4 and IPv6, protocol analyzers, sniffers, penetration testing and layered perimeter security designs.

### **ISS675 (3.0 credit hours)**

#### *Survey of Computer Languages*

This course is designed to teach students about the formal, functional, and practical issues of design and implementation of imperative, functional, and declarative languages. The course will touch on a wide variety of languages, both past, and present, with an emphasis on modern imperative languages, such as C++, Java, and C#.

### **ISS680 (3.0 credit hours)**

#### *Intrusion Detection and Prevention Systems*

This course focuses on the use of intrusion detection (IDS) and prevention (IPS) systems as formal defense strategies to detect, study, and protect enterprise networks. Topics include: history and state of the art of intrusion detection, the principles and techniques of intrusion detection, anomaly and

misuse detection for both host and network environments, network forensics, malware defense, security policies and legal issues surrounding the use of intrusion detection.

### **ISS685 (3.0 credit hours)**

#### *E-Discovery, Network and Computer Forensics*

This course focuses on the developing issues, rules and practices involving the application of e-discovery, digital evidence and computer forensics in recovering and preserving potential digital evidence. Students will compile evidence utilizing various tools and methodologies used in the examination of computer and electronic corporate records. Topics include: fundamentals of computer and network forensics, forensic duplication and analysis, reconstruction of computer activities, forensics tools, and investigating cyber-based crimes.

### **ISS690 (3.0 credit hours)**

#### *Capstone Project in Information Security*

This course integrates all of the knowledge acquired in previous courses and serves as a capstone in Information Security. The class utilizes case studies, project management strategies, application development and information system assessment to design a secure information system infrastructure.

### **ISS695 (3.0 credit hours)**

#### *Risk Analysis and Vulnerability Assessment*

This course prepares students to schematize the issues surrounding the vulnerabilities and risks inherent in the operation of information systems. Students will learn how to use a risk analysis matrix for performing both quantitative and qualitative risk analysis in an enterprise information system. Topics include: developing incident response teams, creating disaster recovery and incident response procedures, business continuity planning and mitigating data loss.

### **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 polices 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)

## **MACJ610 (3.0 credit hours)**

### *Criminal Justice Capstone*

This capstone course emphasizes the theory, policy, and the social science research process in the area of Criminal Justice and Homeland Security. This course examines theory and evidence-based practice in the criminal justice system. Under the supervision of the instructor, students select a specific topic from the field of criminal justice or homeland security. The student prepares an outline of issues to be examined, will conduct an extensive review of the existing research and literature, develop policy/practice based on a significant theory to address the identified issues, and address the limitations of the proposed policy. The student will compose a paper suitable for publication or presentation. The student will also take a comprehensive exam at the end of the course.

Requirement: Final paper topic must receive approval from the faculty member before the student completes the assignment.

## **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.

## **MCB5225 (3.0 credit hours)**

### *Molecular Biology of Disease*

Presents an in-depth investigation into the molecular origins of genetic and infectious diseases. Topics include the incorporation of genomics and proteomics in the diagnosis, characterization, and treatment of diseases; the application of immunology, endocrinology, and general physiology to the understanding of disease; and an investigation of the molecular aspects of selected human diseases. Students should gain a thorough understanding of disease diagnosis, progression, and treatment by the conclusion of this course.

## **MFT501 (3.0 credit hours)**

### *Fundamentals of FinTech*

This course introduces students to the FinTech concepts of Time-Series Analysis, Financial Ratios, Financial Analysis, and Financial Modeling. The student will have the opportunities to understand what financial technology means, such as blockchain, Fintech payment innovation, artificial intelligence, and machine learning,

## **MFT502 (3.0 credit hours)**

### *Artificial Intelligence and Machine Learning for FinTech*

This course focuses on machine learning applications in FinTech. The students will have hands-on experience in applying machine learning tools in many situations, understanding the applications across finance, and evaluating the current environment of fintech and how machine learning and artificial intelligence have contributed to the disruption of banking and finance across the globe.

## **MFT503 (3.0 credit hours)**

### *Digital Payments and Marketplace Lending*

Students learn the fundamental principles and concepts of Global Payments. Various tools and cases are used to assist and train financial managers in decision-making. The course will cover the following topics: Token-based payment, core payments system across countries, cross-border payments, payments fintech framework, access innovation, security innovation, over-the-top innovation, financial inclusion, benefits of financial inclusion, and realizing financial inclusion.

## **MFT504 (3.0 credit hours)**

### *Cryptocurrency and Blockchain*

This course will help students understand how Bitcoin works and how it fits within the history of money. The content includes the strategic and tactical considerations in assessing the viability and value proposition of a blockchain technology project, analysis of the blockchain ecosystem, and other essential topics.

## **MFT505 (3.0 credit hours)**

### *Law, Policy, and Regulation in FinTech*

Students will study governmental agencies and regulators' roles in developing and applying fintech technologies and gain a broad view of blockchain and crypto's state, national, and international regulation. Terms and concepts related to financial regulations, specifically for fintech, are introduced and discussed.

## **MFT506 (3.0 credit hours)**

### *Data Visualization*

The course introduces building visual data models for analysis using commonly available tools, including Microsoft Excel, Microsoft Power BI, Tableau, and JavaScript libraries. The topics include charts, tables, graphs, maps, infographics, and dashboards.

## **MFT507 (3.0 credit hours)**

### *Financial Services and Digital Transformation*

Students will explore the social impact of digital transformation on investors, evaluate the concept of trust as it applies to fintech, and identify opportunities in the real world for a fintech solution of the industry.

## **MFT508 (3.0 credit hours)**

### *Big Data and Analytics*

Students learn to apply Hadoop and related Big Data technologies such as MapReduce, Hive, Impala, and Pig in developing analytics and solving the type of problems faced by enterprises today.

Designing, building, and maintaining the Hadoop application are part of the course. Particular attention will be paid to the Hadoop architecture and the Hadoop ecosystem of tools.

## **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 understand 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. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **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, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **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, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **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: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **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: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

## **MTL520 (3.0 credit hours)**

### *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.

## **MTL530 (3.0 credit hours)**

### *Computer Security*

This course is designed to allow students to explore all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It will examine key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall information system security architecture. Course work will include plans for developing and implementing a technology security strategy focused on business needs.

## **MTL650 (3.0 credit hours)**

### *Social, Legal, Ethical Issues and the Internet*

This course is design to teach the social, ethical, and legal issues involved in the handling of information and when conducting business electronically in regional, national, and global markets. Students will learn to identify and address social and ethical issues, and how international law and professional codes of conduct can be applied. Students will be taught the legal restrictions and differences between national legal standards in the handling of protected and private information, and intellectual property. Students will demonstrate their skill and understanding in written assignments, where they must apply codes and standards of practice to case studies posing real world challenges.

## **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.

## **MTL665 (3.0 credit hours)**

### *Service Oriented Architecture*

This course is designed to give the students a working knowledge of the emerging field of Service Oriented Architecture. Students will learn the technologies, standards, and protocols, including Web Services communication languages, common services available, service infrastructure components, and communication and architectural styles.

## **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)**

### *Project Technology Leadership (Capstone)*

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.

## **NGR706 (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.

## **NGR707 (3.0 credit hours)**

### *Economic & Business Management in Evidence-Based 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.

## **NGR708 (3.0 credit hours)**

### *Leadership Approaches in Healthcare*

This course focuses on the skills needed to be successful leaders including strategic thinking, development of initiatives, strategic planning, financial management, leadership skills and tactics, in healthcare.

## **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.

## **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.

## **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.

## **NGR716 (3.0 credit hours)**

### *Business in Anesthesia*

This course covers topics Doctors of Nurse Anesthesia Practice should know for sound business practice including fundamentals of private practice, business ethics, dealing with third-party payers, overview of billing and coding practices, and anticipating changes in the reimbursement landscape.

## **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.

## **NGR 762 (3.0 credit hours)**

### *Health Informatics*

This course discusses and analyzes the history and 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.

## **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.

## **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.

## **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.

## **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.

### **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.

### **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.

### **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.

### **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.

### **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.

## **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.

## **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 (3.0 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.

## **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 (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 (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 (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-partal and post-partal 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. Pharmaco-therapeutic 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

## **NUR610 (3.0 credit hours)**

### *Roles and Contexts for the Women's Health Nurse Practitioner*

This course introduces the student to the principles and concepts of the women's health nurse practitioner. Identification of the role of the WHNP incorporating evidence-based practice, leadership, ethics, policy, role development, and interprofessional collaboration.

Prerequisites: MSN Core Courses – NUR501, NUR502, NUR520, NUR540, NUR650, NUR661, NUR671, NUR680

## **NUR 611 (3.0 credit hours)**

### *Advanced Reproductive Health*

In this course the student will focus on the anatomy and physiology for advanced practice care in reproductive health. This will include the anatomy and physiology of the fetus, neonate, and adult female and male.

Prerequisites: MSN Core Courses – NUR501, NUR502, NUR520, NUR540, NUR650, NUR661, NUR671, NUR680

## **NUR 612 (3.0 credit hours)**

### *WHNP I: Primary Care in Adolescents and Adults*

This course focuses on the primary health care of women as an adolescent and adult. The course will integrate the concepts of primary health care promotion and maintenance, disease prevention, differentiation of clinical patterns, and clinical decision making. The concept of caring and evidence-based practice will be integrated throughout the course. Use of informatics and how it is used to manage health care delivery will be incorporated. The student will gain experience planning and evaluating primary health care relative to the female adolescent and adult.

Notes: Requires preceptor and clinical site approval prior to registration. A student must be “cleared” by the Clinical Coordinator in advance to taking the didactic and clinical course for this rotation.

Prerequisites: MSN Core Courses – NUR501, NUR502, NUR520, NUR540, NUR650, NUR661, NUR671, NUR680. Co-requisite: NUR612A

## **NUR 612A (1.0 credit hours/130 clinic hours)**

### *WHNP I: Primary Care in Adolescents and Adults Clinical*

This clinical course provides opportunities to the student for implementation of primary care, health promotion, and restoration for the female adolescent and adult including acute and chronic health disease states. Collaboration, decision-making, physical assessment, documentation, diagnosis, interpretation of laboratory findings, treatment, and referral will be emphasized.

Notes: Requires preceptor and clinical site approval prior to registration. A student must be “cleared” by the Clinical Coordinator in advance to taking the didactic and clinical course for this rotation.

Prerequisites: MSN Core Courses – NUR501, NUR502, NUR520, NUR540, NUR650, NUR661, NUR671, NUR680. Co-requisite: NUR612

## **NUR 613 (3.0 credit hours)**

### *WHNP II: Perinatal Care*

This course focuses on the care of normal antepartum and postpartum woman with health pattern variations and high-risk pregnancy. Emphasis will be placed on interprofessional collaboration management outcomes to achieve the desired outcomes of pregnancy. The student will use scholarly inquiry to further develop their practice knowledge.

Notes: Requires preceptor and clinical site approval prior to registration. A student must be “cleared” by the Clinical Coordinator in advance to taking the didactic and clinical course for this rotation.

Prerequisites: NUR612/NUR612A; Co-requisite: NUR613A

## **NUR 613A (1.0 credit hours/130 clinical hours)**

### *WHNP II: Perinatal Care Clinical*

This clinical course focuses on the promotion and maintenance of health for women, their newborns, and their families during pregnancy and the postpartum periods. Physiological, health promotion, environmental, cultural, and behavioral factors, and issues that impact pregnancy and postpartum care will be integrated. Collaboration, decision-making, physical assessment, documentation, diagnosis, interpretation of laboratory findings, treatment, and referral will be emphasized.

Notes: Requires preceptor and clinical site approval prior to registration. A student must be “cleared” by the Clinical Coordinator in advance to taking the didactic and clinical course for this rotation.

Prerequisites: NUR612/NUR612A; Co-requisite: NUR613A

## **NUR 614 (3.0 credit hours)**

### *WHNP III: Women's Health Care Across the Lifespan*

This course focuses on the comprehensive assessment, diagnosis, and collaborative management of women's health across their lifespan. The student will assume the professional role and responsibilities of managing common health conditions to improve the primary health or gynecological health care of women. Emphasis will be placed on family centered and community-based health care integrating cultural, racial, and ethnic frameworks.

Notes: Requires preceptor and clinical site approval prior to registration. A student must be "cleared" by the Clinical Coordinator in advance to taking the didactic and clinical course for this rotation.

Prerequisites: NUR613/NUR613A; Co-requisite: NUR614A

## **NUR 614A (1.0 credit hours/160 clinical hours)**

### *Women's Health Care Across the Lifespan Clinical*

This clinical course focuses on the promotion, maintenance, and evaluation of physical, emotional, socio-cultural, and educational needs of women from adolescence to post-menopause. Collaboration, decision-making, physical assessment, documentation, diagnosis, interpretation of laboratory findings, treatment, and referral will be emphasized.

Notes: Requires preceptor and clinical site approval prior to registration. A student must be "cleared" by the Clinical Coordinator in advance to taking the didactic and clinical course for this rotation.

Prerequisites: NUR613/NUR613A; Co-requisite: NUR614

## **NUR 615 (3 credit hours)**

### *WHNP IV: Women's Health Synthesis*

This course focuses on the student assuming the professional and leadership role as a women's health nurse practitioner which includes caring for women seeking primary, gynecologic, and perinatal services. Emphasis is placed on scholarly inquiry, research, and interprofessional collaboration of care. Professional, ethical, financial, and legal aspects of health care will be integrated.

Notes: Requires preceptor and clinical site approval prior to registration. A student must be "cleared" by the Clinical Coordinator in advance to taking the didactic and clinical course for this rotation.

Prerequisites: NUR612, NUR612A, NUR613, NUR613A, NUR614, NUR614A. Co-requisite: NUR615A

## **NUR 615A (1 credit hour/ 260 clinical hours)**

### *WHNP IV: Women's Health Synthesis*

This clinical course focuses on practice in all areas of ambulatory women's health care. Interprofessional collaboration, case presentations, financial, ethical, and legal aspects will be emphasized.

Notes: Requires preceptor and clinical site approval prior to registration. A student must be "cleared" by the Clinical Coordinator in advance to taking the didactic and clinical course for this rotation.

Prerequisites: NUR612, NUR612A, NUR613, NUR613A, NUR614, NUR614A. Co-requisite: NUR615

## **NUR 616 (3 credits)**

### *NCC Certification Review*

This course prepares the student for Certification with NCC style practice questions, women's health content organized according to the test plan and reinforcement activities. The examination tests specialty knowledge of the student providing obstetrical, gynecological, and primary care to women within inpatient and outpatient settings.

Prerequisites: All previous didactic and clinical courses in the program. This is the last course.

## **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. Pre-requisite: 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, pharmacoeconomics 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 II*

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, NUR602A, 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-requisite: 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 clinical practice 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.

## **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

## **OTH3413 (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. Prerequisites: OTH3000. Admission to the MSOT program.

## **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.

## **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. Prerequisites: OTH3000: OTH3036; OTH4517.

## **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. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413.

## **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. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413; OTH3413.

## **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. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413.

## **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. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413.

## **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. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413; OTH5245; OTH5352; OTH5428

## **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. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413; 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. Prerequisites: OTH3000; OTH3036; OTH4517; OTH4759; OTH3413; 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. Prerequisites: OTH3000; OTH3036; OTH4517; OTH4759; OTH3413; OTH5445; OTH5245; OTH5352; OTH5428.

## **OTH6937 (2.0 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 (2.0 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).*

### **PCB5235 (3.0 credit hours)**

#### *Molecular Immunology*

Presents a comprehensive overview of immunology designed for graduate students. Emphasis will be placed on fundamental aspects of immunology, and its application to real-world immunological research and concerns. Upon successful completion of the course, students will have a solid immunological foundation suitable for future educational endeavors in the areas of biomedical research, or human/veterinary clinical applications. In addition, students will have a fundamental understanding of immunological experimental design.

### **PCB5265 (3.0 credit hours)**

#### *Stem Cell Biology*

Presents an in-depth account of stem cell biology and the application of stem cells in regenerative medicine. Upon completion of this course students will understand the molecular, epigenetic, and genetic control of stem cell differentiation and how this applies to current research and therapies. This course explores existing and prospective clinical use of stem cells, as well as understanding the current controversies surrounding stem cell research.

### **PCB5527 (3.0 credit hours)**

#### *Genetic Engineering and Biotechnology*

Presents a comprehensive overview of concepts in the field of genetic engineering and biotechnology. Topics include theory and application of molecular, cellular, and genetic manipulation of prokaryotic and eukaryotic systems in medical and industrial research. Students should gain a thorough understanding of human gene therapy, novel pharmaceuticals, and recombinant technology by the conclusion of this course.

### **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.

### **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.

### **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.

### **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.

## **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.

## **PET572 (3.0 credit hours)**

### *Physical Activity and Public Health*

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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **PHC6050 (3.0 credit hours)**

### *Biostatistics*

Presents statistical methods for the analysis and description of biological data. In this course, students will develop statistical vocabulary, learn methods for descriptive data analysis, study the fundamentals of probability and sampling distributions, learn methods for statistical inference and hypothesis testing based on one or two samples, and become familiar with categorical data analysis and linear regression.

## **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.

## **PSY523 (3.0 credit hours)**

### *Psychology of Leadership*

This course prepares the student by providing an understanding of the philosophical underpinnings of leadership in a multitude of its forms. Students will be able to identify different styles of leadership, determine which style is likely to be most effective in a given situation, and understand how to adapt and change workplace performance and culture through changes in leadership style. Topics include personality and leadership, leadership styles, women in leadership, and culture and leadership

## **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 reviewed 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.

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.

## **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.

## **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.

### **RSM564 (3.0 credit hours)**

#### *Mixed Method Inquiry*

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.

### **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.

## **RSM613 (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.

## **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.

## **RSM715 (3.0 credit hours)**

### *Design of Systematic Studies in Education*

This course is an overview and examination of how research studies are built in the field of education, looking at the various types of potential studies, how research questions and studies should align, when and how to select a particular study methodology, how to interpret existing research studies, how to

recognize missing information or flaws in study descriptions, and developing a general appreciation for reading and understanding research to enhance study designs.

### **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)

## **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.

## **SMO510 (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.

## **SMO520 (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.

## **SMO530 (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.

## **SMO540 (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.

## **SMO550 (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.

## **SMO560 (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.

## **SMO570 (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.

## **SMO580 (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.

## **SMO590 (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.

## **SMO600 (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.

## **SMO610 (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 entrepreneurship, 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

#### *Vice Chancellor of Finance*

Christopher Valleau  
B.B.A Case Western University

#### *Vice Chancellor of Academic Affairs*

Theresa Reid-Paul  
M.B.A. University of Phoenix  
B.F.A. Florida Atlantic University

#### *Vice Chancellor of Enrollment Management*

Teri Del Vecchio  
B.A. Ferris State University

#### *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

#### *General Counsel*

James Waldman  
J.D. Nova Southeastern University B.S.,  
B.A. University of Florida

#### *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

#### *Assistant to the Chancellor*

Claudia Osorio  
B.S. SUNY, Old Westbury, NY

A.S. Nassau Community College

## OOC ADMINISTRATION

*Associate Vice Chancellor/Financial Analysis*

Jennifer Smeal

M.B.A. Florida Atlantic University

B.A. Florida Atlantic University

*Operational Analysis*

Lloyd Weinberg

B.A. University of Arizona

*Budget Analyst*

Alexis Lewin

B.S College of Notre Dame

*Associate Vice Chancellor/Operations*

Rebecca McDonnell

PhD Keiser University

M.A. Florida State University

B.A. University of Georgia

*Associate Vice Chancellor/Operations*

David Hubbard

J.D. Stetson University College of Law

B.A. University of South Florida

*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

*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*

Brittany Muh

M.B.A. Saint Leo University

B.S. Keiser University

*Programmatic Accreditation Coordinator*

Lauren S. Pearl

Ed.D. Keiser University

B.S. University of New Hampshire

*Associate Vice Chancellor of Academic Affairs*

Caroline Belis

L.L.M. Thomas Jefferson School of Law

J.D. Stetson School of Law

B.A. University of Florida

*Associate Vice Chancellor of Academic Affairs*

Shaina M. Vaughn

Ed.D. Northcentral University

M.A.Ed. Argosy University

B.A. La Roche University

*Associate Vice Chancellor of Institutional Research, Planning, and Assessment*

Syeda Qadri

Ph.D. Southern University	<i>Executive Assistant to the Associate Vice Chancellor of Academic Affairs</i>
M.S. Southern University	Jazmine Morrison
B.S. Southern University	B.A. Florida Atlantic University
	A.A. Broward College
<i>Associate Vice Chancellor of Quality Enhancement and Compliance</i>	
David Kreitner	
Ph.D. Florida Atlantic University	
M.A. Florida Atlantic University	
B.M. Berklee College	
<i>Associate Vice Chancellor of Academic Affairs</i>	<i>Executive Assistant to the Vice Chancellor of Academic Affairs</i>
<i>Chief of Staff, Department of Academic Affairs</i>	Natalia Torres Contreras
Michael Record	L.L.M. University of Rosario
Ph.D. Keiser University	J.D. University of Bogotá
M.S. Nova Southeastern University	
B.A. Florida Atlantic University	
<i>Associate Vice Chancellor of Teaching and Learning/504 Disability Services Coordinator</i>	<b>ACCOUNTING</b>
Christopher Stabile	<i>Associate Vice Chancellor of Finance/Controller</i>
Ed.D. Nova Southeastern University	Pamela McIntyre-Wiley
M.A. Nova Southeastern University	M.S. Accounting - Nova Southeastern University
B.S. Nova Southeastern University	B.S. Accounting - Bethune-Cookman University
<i>Associate Vice Chancellor of Library Systems</i>	
Benjamin Williams	<i>Assistant Controller</i>
M.S.L.S. Clarion University	Christopher Valleau (CPA)
B.A. Clarion University	B.B.A Public Accounting - Pace University
<i>Chief Nurse Administrator</i>	<i>Assistant Associate Vice Chancellor of Accounting</i>
Christine Mueller	Elliott Cohen
D.N.P. Keiser University	B.S. Accounting – Florida Atlantic University
M.S.N. Florida Atlantic University	
B.S.N. Barry University	
<i>Associate Chief Nurse Administrator</i>	<i>Assistant Associate Vice Chancellor of Purchasing</i>
Andrea Vanorio	Janet Weinstein
M.S.N. Walden University	A.S. Fashion Institute of Technology
B.S.N. Walden University	
	<i>Assistant Associate Vice Chancellor</i>
	Marlize Smit
	ND Foodservice Management – Cape Peninsula University of Technology, Cape Town, SA
	<i>Director of Bookstore Purchasing</i>
	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

Andrea White

Master of Accounting - Nova Southeastern  
University

B.B.A. Accounting -Baruch College

Ernest Smith

B.A. Finance - University of Texas at San  
Antonio

Dennis Donohue

B.S. Business Administration – Drexel  
University

### *Reconciliations Analysts*

Patricia Robertson

A.A. Business Administration – Keiser  
University

Kristin Bornus

B.A. English – University of Missouri

Bookkeeper

Edgardo Ugueto

B.S. Advertising – University Alejandro  
Humboldt

Data Base Administrator

Jerrod Tanner

B.A. Computer Science – Elon University

### *Accounts Payable Manager*

Robyn Albaran

B.A. Accounting – Keiser University

A.A. Business Administration – Miami Dade  
College

### *Assistant Accounts Payable Manager*

Lesa Martin

A.A. Excelsior Community College,  
Kingston, Jamaica

### *Accounts Payable Clerks*

Karen Hackett

Teresa Desir

Diego Enrique Lavarte Acosta

### *Purchasing Assistants*

Gilbert Lafond

Catherine Pagana

### *Product Manager and Purchasing*

Brenda Rodriguez

Bachelor of Tourism Business

Administration: Tourism Administration -  
IUNP - Valencia, Venezuela

### *Executive Assistant to the Senior*

*Vice Chancellor of*

*Finance/CFO/Treasurer*

Carissa Rhule

B.S. Family and Child Sciences – Florida  
State University

### *Senior Tax Accountant*

Brian Garrett (CPA)

B.S. Finance – Florida State University

B.B.A. Accounting – Florida Atlantic  
University

## **ADVERTISING AND MARKETING**

### *Associate Vice Chancellor of Advertising and Marketing*

Susan Ziegelhofer

M.A. University of Toledo

B.A. Baldwin-Wallace University

*Senior Director of Advertising and Marketing*

Marci Tully

M.A. University of South Florida

B.A. University of Florida

*Director of Advertising and Marketing*

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

*Marketing Analyst*

Mattia Fattovich

M.B.A. Florida Atlantic University

B.A. Florida Atlantic University

*Senior 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*

Celeste Goltz

M.S. Barry University

B.S. Florida State University

*Director of Training-Admissions*

Joshua McDonald

M.S. Bay Path University

B.S. University of Central Florida

**COMMUNITY RELATIONS AND STUDENT ADVANCEMENT**

*Associate Vice Chancellor of Media and Public Relations*

Jeff Laliberte

M.S. Barry University

B.S. Ball State University

*Senior Director of Social Media and Public Affairs*

Damon Roberson

M.P.A. Louisiana State University

B.A. Northwestern State University

*Director of Media and Public Relations*

Suzi McCreery

M.B.A. Palm Beach Atlantic University

B.B.A. Northwood University

*Director of Social Media*

Emma Wheeler

B.A. Loyola University (Chicago)

*Public Relations Specialist*

Joe Harkins

B.A. Ohio State University

**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

*Regional Director of Student Services*

Gina Betz  
M.Ed. American College of Education  
B.A. University of South Florida

*Student Services and Special Projects Specialist*

Cesar C. Esplanada  
B.S. Mechanical Engineering – Feati University, Manila, Philippines

**HUMAN RESOURCES**

*Vice Chancellor of Human Resources*

John Woolsey  
M.A. Human Resources Management  
National University  
B.A. Business Management, Averett University

*Senior HRIS Analyst*

Britnie Allen  
A.S. Miami Dade College

Computer Information Systems

*HR Administrator*

Maria Ramos  
B.A. University of Miami

*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

*Director Employee Relations*

Alicia Valdivieso  
M.S. Chapman University  
B.S. Pontificia Universidad Catolica del Peru

*Director of Benefits*

Nancy Molina

*Talent Acquisition*

*Specialist/Recruiter*  
Angela Knox  
Marian University, Bachelor's Human Resources Management

*FMLA-Leave-ER Specialist*

Rachelle Dabel  
B.A. Florida International University  
M.A. Florida International University  
(attending May 2023 graduate)

*Training Coordinator*

David Samuelson  
B.S. Toccoa Falls College

*Talent Acquisition Specialist*

Dana Welker  
B.A. University of Kansas

*Benefits Specialist*

Vivian Limkico

B.A. University of Santo Tomas - Manila,  
Philippines

*Senior Employee Onboarding-  
Payroll Specialist*

Jessica Velez

James Compton  
A.S Keiser University

Woodley Isnady  
M.B.A. Keiser University  
B.S. Everglades University

**INFORMATION TECHNOLOGY**

*Assistant Vice Chancellor of MIS*

James Hargadon  
M.B.A. Keiser University

*Business Intelligence Development*

Pedro Delfino  
B.S. Florida International University

*System Support Database  
Administrator*

Chris Coleman  
M.B.A. Keiser University  
B.S. University of Alabama

Yang Liu  
M.S. Carnegie Mellon University

*System Support*

Barron Miller  
BASc Keiser University

*Director of Cloud Services*

Luis Boneri  
A.S. Keiser University

Alec Gonzalez  
B.S. Florida International University

*Office Manager*

Sherronda Davis  
M.B.A. Everglades University  
B.A. Wesleyan University

Blain Cooper, Jr.  
M.A. National American University  
B.A. National American University

*IT Systems Analyst*

Keith Garman  
B.S. University of Phoenix

*Director of Remote IT Support*  
Duane Allen  
M.A. American Intercontinental University

*IT Project Manager*

Stephanie Ferguson  
M.B.A. University of Phoenix

*Regional IT Support*  
Duane Krupilis  
B.S. Everglades University

*Database Administrator*

Alexis Garcia  
B.S. Keiser College

Chad Morgan  
M.S. Capitol College  
B.S. Keiser University

*Webmaster*

Sally Han  
B.A. Florida Atlantic University

Edwin Ayala  
B.S. Interamerican University of Puerto Rico

*MIS Department*

Brian Colvin  
A.S. Keiser University

Saintanor S. Camillus  
M.B.A. Everglades University  
B.S. Everglades University

Kurt Wyzkiewicz

B.S. Northwood University	B.S. Everglades University
Jason Robbins B.S. Embry-Riddle Aeronautical University	<b>STUDENT FINANCIAL OPERATIONS</b> <i>Associate Vice Chancellor of Student Finance Operations</i> James Lininger MBA - Lynn University B.B.A. - Florida Atlantic University
Isaac Strange B.S. Keiser University	
Anderson Jaglal B.S. Florida International University	<i>Director of Student Financial Operations</i> <i>Nancy Peck</i> A.A. - Broward College A.S. - Broward College
Carlos Negron B.S. Keiser University	
Armando Prats Sr. A.S. Keiser University	<i>Regional Directors of Bursar Operations</i> Claudine Gentles MBA - Keiser University B.S. - DeVry University A.S. – Dekalb Technical College
Eduar Caicedo Mosquera B.S. Keiser University	
Andres Vivas B.S. Keiser University	Rebecca Shields MBA – Keiser University B.S. – Everglades University
Romain White B.S. City College A.S. City College	
Paul Meade B.S. Keiser University	<i>Accounts Receivable Administrators</i> Joann Lanz B.A. - Kaplan University
Norman Bensen A.S. Keiser University	Inatha Felix
Antarius Holley Gary Barwick	Bobbette Rismay MBA – University of Phoenix B.A. – Florida Metropolitan University
<b>OFFICE OF COMPLIANCE</b>	
<i>Associate Vice Chancellor of Compliance/Title IX Coordinator</i> Brandon Biederman J.D. University of Florida B.S. University of South Florida	<i>Student Account Manager - Active</i> Mary Morales A.A. - Keiser College
<i>Assistant Associate Vice Chancellor of Compliance</i> Linda M. Allen M.B.A. Keiser University	<i>Student Account Analysts</i> Aslin Rolon B.A. - University of Puerto Rico M.A. - Trinity International University
	Liz Marenco

Kathy Batson  
Certificate in Bookkeeping - City College

Maria Rivera  
M.B.A. - American Intercontinental University  
B. B. A. - Pontifical Catholic University of Puerto Rico

#### *Posting Specialists*

Yvette Estrada Diaz  
C.N.A - Keiser University

Kathryn Miracola

#### *VA Posting Specialist*

Yesica Anaya  
A.A. – Atlantic Technical College

#### *Stipend Specialist*

Suzanne Murray  
B.A. – Borough of Manhattan Community College

#### *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*

Marisol Jimenez

Dionyrious Sneed  
B.A. – Bethune Cookman University

Rose Adams

Anhelina Brovkina  
B.A. – Pollard University of Silesia

Isaac dos Santos Mendes  
M.A. - Boston College

Pablo Garcia  
B.S. Florida Memorial University

#### **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*

Yanni Lapanaitis  
B.A. Barry University

##### *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	Michael Destefano A.S. New York City Community College
Emilio Freyre M.S. Keiser University	Myriam Gallo B.A. University of Antioquia
Frank Poitras	Pam Runnels Blanco M.A. Everglades University B.S. Everglades University
Ingrid Lindo A.A. New Era Business Institute	Rebecca Smith A.S. Prospect Hall College
Jennifer L. Campbell B.A. Keiser University	Sherene Byles <i>Director of State Funding Programs</i> Thomas J. Judge M.S. University of Kansas B.S. Benedictine College
Judy (Martin) Calloo B.S. Lehman College, CUNY	Nichole Coombs – FL EASE Program Manager Nova Southeastern University
Katherine Neves	Emily Dipietro B.A. university of Florida
Robert Neves	Priscilla Williams B.A. FAMU
Patricia Romero	Stacy Housey A.A. Delta College
Kelly Diaz B.F.A. - FAU	<i>Director of Military Affairs</i> Jose Centeno A.A.S. University of Mary Hardin
Ligia Aragon	Aaron Cordner, Military Affairs Specialist A.S. and B.S. Kaplan University
Ligia Talavera	Henry Segura B.A. University of Illinois
Maria Reyes	Renee Hendrix, Military Affairs Auditor B.S.B. University of Phoenix
Melissa Tejon	Sylvia Calderon B.A. University of Incarnate Word
Jazmin Gonzalez B.A. Florida Atlantic University	
Marie Payen	
Megan Landin B.A. Santa Cecilia dos Bandeirantes University A.S. Catolica de Santos University Gezim Shehu A.A. Miami Dade College	
Alyssa Cardaronella B.A. Louisiana State University	

Tracy Torres  
A.A. Keiser University

Yusuf Peoples, Military Affairs Specialist  
B.S. DeVry University

Joseph Dirksz  
AS Indiana Wesleyan University

## GRADUATE SCHOOL

### *Ft. Lauderdale/Graduate School Campus President*

Kelly Moore  
Ed.D. University of Pennsylvania  
M.S. DePaul University  
B.A. DePaul 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

### *Director of the Graduate Academics*

Jin An  
Ph.D. Keiser University  
M.S. Nova Southeastern University  
B.S. Nova Southeastern University

### *Director of Graduate Assessment & Academic Analytics*

Keshia Reid  
Ph.D. Florida State University  
M.S. Florida State University  
B.S. Florida State 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*

Donald Desormoux

Lusell Pia  
B.S. National University  
A.S. Northeast Community College  
A.A. University of Maryland Global Campus

Harold Valez  
B.S. Keiser University  
A.A. Keiser University

Ed.D. Capella University  
M.Ed. Lynn University  
B.A. St. Thomas University

### *Dean of the Graduate School*

Ashlee Robertson  
Ph.D. Capella University  
M.S. University of New England  
B.S. State University of New York

### *Associate Dean, Graduate School*

Lisa Peterson  
M.A. Public Administration Walden  
University  
B.A. Lynn University

### *Director of Strategic Partnerships and Grants*

Alcee L. Hastings, II  
Ed.D. Nova Southeastern University  
M.S. Nova Southeastern University  
B.A. Florida Atlantic University

### *Administrative Assistant to the Vice- Chancellor of the Graduate School*

Lisa Grail  
A.A. Medical Assistance

### *Alumni Relations Assistant and Special Projects Coordinator, Graduate School*

Ilene Miller  
Ed.D. Nova Southeastern University  
M.S. Nova Southeastern University  
B.S. University of South Florida

*Admissions*

*Director of Graduate School*

*Admissions*

Stephanie L. Franks

M.S. Keller Graduate School of Management

M.A California University of Pennsylvania

B.S. Pennsylvania State University

A.A. Pennsylvania State University

*Associate Director of Graduate Admission*

Elihu O'Hara

M.B.A. Saint Leo University

B.A. Saint Leo University

B.F.A. University of Illinois Urbana-Champaign

Ta'Neshia Magby

B.S. Auburn University

*Graduate Admissions Representative*

Tamara L. Thurman

B.B.A. American Intercontinental University

A.A. University of Phoenix

*Graduate Admission Program Coordinator*

Latasha Williams

D.H.A. Walden University

M.B.A. Everglades University

B.S. Everglades University

A.S. Keiser University

Nikki Sawyer

M.A. Wester University

B.A. South Carolina State University

*Graduate Admissions Receptionist*

Ashley D. Acosta

A.A. Broward College

*Graduate Admissions Receptionist*

Betty Etienne

Diploma Fort Lauderdale High School

*Graduate Admissions Counselor*

Ijeoma M. Ibeh (Ijeh)

Ed.S. Liberty University

M.A. American Intercontinental University

Yovennie Blythe

B.S. Florida Memorial University

A.A. Macomb Community College

*Graduate Admission Counselor*

Cassandra Pierre

B.S. Florida International University

M.B.A. Nova Southeastern University

Amy Costik

B.S. Central Pennsylvania College

Santosha Henderson

M.B.A. Purdue University Global

B.S. Kaplan University

Nazmar Khan

M.B.A/H.R.M. Everest University

B.S. Everest University

David Messenbaugh

M.B.A. Oral Roberts University

B.A. Lewis & Clark College

Jonathan Vahab

M.S. Keiser University

B.A. University of North Florida

*FDLRS KU Multidisciplinary Center*

*Director of FDLRS KU*

*Multidisciplinary Center*

Cheyney Cushing

M.S. Simmons University

B.A. Florida Gulf Coast University

Rita A. Ellis

M.Ed. Florida Gulf Coast University

B.S. Florida Gulf Coast University

A.A. State College of Florida	<i>Financial Aid</i>
Melanie Fernandez	<i>Director of Financial Aid</i>
M.S. Kaplan University	Ajeet Saisbhan
B.S. Florida International University	B.B.A. Florida International University
Christopher Groves	Shawn Chesney
Ph.D. Walden University	B.S. State University of New York – Albany
M.S. The College of Saint Rose	Magdevys Gordon
B.S. The College of Saint Rose	M.B.A. Keiser University
Damien Hunte	B.B.A. Florida International University
M.S. Keiser University	Yvonne Sinclair-Durrant
B.A. Lynn University	M.B.A. Keiser University
Ilene Miller	B.S. University of the West Indies
Ed.D. Nova Southeastern University	<i>Graduate Online Writing Studio</i>
M.S. Nova Southeastern University	<i>Director of Graduate Online Writing Studio</i>
B.S. University of South Florida	Andrew Kirschner
Yiliana Puerto	Ed.D. Walden University
M.S. Nova Southeastern University	M.A. Florida Atlantic University
B.A. Florida International University	B.A. The George Washington University
Felicia Selan	Vicki Strunk
M.S. Nova Southeastern University	Ph.D. Walden University
B.S. Nova Southeastern University	M.A. Colorado State University
Wade Smith	B.A. Colorado State University
M.S. Idaho State University	William Strunk
B.S. Idaho State University	M.S. Colorado Technical University
Michelle Tano	M.A. Colorado State University
Ed.S. Georgia State University	B.A. University of Colorado
M.S. Georgia State University	Kyle Tilley
B.A. University of Miami	M.A. Middlebury College
Genesis Tosic	B.A. Washington and Lee University
M.S. University Ana G. Mendez – Gurabo Campus	<i>Registrars</i>
B.A. University of Puerto Rico – Piedras Campus	Victoria Babich
Malena Zamora	Ph.D. Keiser University
M.S. Purdue University Global	M.B.A. Nova Southeastern University
B.A. Florida International University	B.A. Nova Southeastern University
Peggy Rubio	
B.A. Florida Atlantic University	
Ruxandra Smith	

M.B.A. Keller Graduate School of Management  
B.S. DeVry University

D.N.P. University of Florida  
M.S.N. University of South Florida  
A.S. Brookdale Community College

### *Student Services*

*Director of Student Services*  
Christopher Petersen  
Ph.D. Keiser University  
M.S. Keiser University  
B.A. Florida International University

Shereka Browne  
D.B.A Northcentral University  
M.S. Southern New Hampshire University  
B.A. Florida Atlantic University

### *Graduate Faculty*

Husny Amerih  
Ph.D. Texas Woman's University  
M.O.T. University of Central Arkansas  
B.S. University of Central Arkansas  
  
Susan Adragna  
Ph.D. Capella University  
Ed.S. Stetson University  
M.A.T. Rollins College

Terri Bubb  
Ph.D. University of Houston  
M.S. University of Houston  
B.A. Sam Houston State University  
B.S. University of Houston

Jeanne Bedell  
D.B.A. Argosy University  
M.Acc. Florida Atlantic University  
B.S.B.A. Florida Atlantic University

John Buchanan  
Ph.D. Walden University  
M.B.A. Nova Southeastern University  
B.A. Florida Atlantic University

Lorenda Beuker  
Ed.D. Unites States Sports Academy  
M.B.A. Clarkson University  
B.S. University of Calgary

Rachel Burger  
Ph.D. Capella University  
M.B.A. Palm Beach Atlantic University  
B.S. Fashion Institute of Technology

Kevin Bobos  
O.T.D. South University  
M.S.O.T. Barry University  
M.A. University of South Florida  
B.S. Indiana State University

Mark Burns  
D.N.P. Vanderbilt University  
M.S.N. Vanderbilt University  
B.S.N. University of Phoenix

David Bracken  
Ph.D. Georgia Institute of Technology  
M.S. Georgia Institute of Technology  
B.A. Dartmouth College

David Campbell O'Dell  
D.N.P. University of Tennessee  
M.S.N. University of North Florida  
B.S.N. University of North Florida

Nishi Patel Brahmbhatt  
M.O.T. University of Texas  
B.S. Texas State University

Clare-Anne Edwards Canfield  
Ph.D. University of South Florida  
B.S. University of South Florida

Edward Briggs

Adolfo Cardona  
Ph.D. Trident University  
M.B.A. University of St. Thomas

Vanessa Carmody  
O.T.D. University of Toledo  
B.A. University of Central Florida

Patricia Case

D.N.P. Maryville University	D.B.A. Argosy University
M.S.N. SUNY-Stony Brook	M.B.A. Webster University
B.S. Russell Sage College	B.S. Worcester State College
A.S. Maria College	
Tara Casimano	Beverly Copeland
Ph.D. Trident University	Ph.D. Howard University
M.H.S. University of Florida	M.S. Prairie View A&M University
B.H.S. University of Florida	B.S. Prairie View A&M University
Joan Cezair	Neil Copes
D.B.A. Argosy University	Ph.D. University of South Florida
M.B.A. University of Maryland	B.S. University of South Florida
B.S. Howard University	
Lauren Chase	Jason Curtis
Ph.D. University of North Carolina	Ph.D. Rocky Mountain University of Health Professions
M.S. Georgia State University	M.S. Texas Tech University
B.A. American Intercontinental University	B.B.A. Texas Tech University
Agaptus Chikwe	Lori Daniels
D.B.A. Argosy University	Ph.D. Florida Atlantic University
M.B.A. American Intercontinental University	M.A. Florida Atlantic University
B.A. American Intercontinental University	B.S. Florida Atlantic University
Anastasia Cholacu	Shoshana Dayanim
Ph.D. Northcentral University	Ph.D. Applied Development Psychology
M.B.A. Hodges University	Fordham Univ.
B.A. Hodges University	M.A. Applied Developmental Psychology
Rochelle Cobbs	Fordham Univ.
Ph.D. Prairie View A & M University	M.A. Creative Arts in Therapy
M.Ed. Delta State University	Hahnmann Univ.
M.S. Delta State University	
B.S. Delta State University	
Kevin Cojanu	Francisco De Cossio
Ph.D. Capella University	Ph.D. South Carolina University
M.S. Purdue University Global	M.A. South Carolina University
M.S. National Louis University	B.S. South Carolina University
Barbara Cooke	Shon Denton
Ph.D. University of University of Cambridge	D.H.A. University of Phoenix
M.Phil. University of Cambridge	M.S. Prairie View A&M University
M.A. University of London	B.S. Texas Southern University
B.A. University of California Santa Barbara	
Jodie Congdon	Boris Djokic
	Ph.D. University of Belgrade
	M.S. University of Belgrade
	B.A. University of Belgrade
	Kristin Domville

D.O.T. Nova Southeastern University	Lisa Fox
M.O.T. Nova Southeastern University	Psy.D. Yeshiva University
B.A. Nova Southeastern University	M.A. Yeshiva University
	M.S.W. New York University
Jamie Donnelly	B.A. University of Southern California
Ph.D. Walden University	Jessica Francois
M.S. University of Hartford	D.N.P. University of North Florida
B.A. Mount Holyoke College	M.S. University of Miami
	B.S. Florida Atlantic University
Shelita Dunlap	
D.N.P. South University	Stanley Francois
M.S.N. University of Cincinnati	Ph.D. Capella University
B.S. Clayton State University	M.S.I.S.M. University of Fairfax
	M.B.A. Jones International University
Matthias Eggertsson	B.S Norwich University
D.I.B.A. Nova Southeastern University	
M.I.B.A. Nova Southeastern University	Aubrey Franklin
B.S. Florida Metropolitan University	Ph.D. Long Island University
	M.S. Long Island University
Racquel Elliott	B.S. Texas A&M University
D.B.A. Walden University	
M.B.A. Nova Southeastern University	Jessica Fuda Daddio
B.A. St. Leo University	Ed.D. Argosy University
	M.Ed. Edinboro University
Brian Esterling	B.S. Edinboro University
Ph.D. University of Miami	
M.B.A. Pfeiffer University	Kelly Gatewood
B.A. Rutgers College	Ph.D. University of Nebraska
	M.Ed. University of Nebraska
George Febres	B.S. University of Nebraska
Ph.D. Northcentral University	
M.B.A. DeVry University	Mike Gawronski
B.A. National University of Saint Augustine	Ph.D. Colorado State University
	M.S.O.T. D'Youville University
Mireidy Fernandez	B.S. SUNY Polytechnic Institute
Psy.D. University of the Rockies	
M.S. Hodges University	Bruce Geddes
	Ph.D. Capella University
Susan Diann Ferrell	M.S.A. Strayer University
D.B.A. Argosy University	M.B.A. American InterContinental
M.B.A. Rockford College	University
B.G.S. Northern Illinois University	B.S. Everest University
	Tina Glover
Virginia Fierro-Renoy	Ph.D. Oregon State University
Ph.D. Institut d'Etudes Politiques de Paris	M.A. Portland State University
M.A. Institut d'Etudes Politiques de Paris	B.A. Portland State University
M.A. Columbia University, New York	

Scott Goldberg	Cheri Hansen
D.B.A. Argosy University	Ph.D. Nova Southeastern University
M.B.A. University of Hartford	M.S. Nova Southeastern University
B.S. Bryant College	B.S. Nova Southeastern University
Laura Goolsby	William Harris
M.S. Boston University	D.B.A. Saint Leo University
B.S. University of Connecticut	M.B.A. University of Southern Maine
 	B.S. University of Southern Maine
Dushyant Gosai	 
D.B.A. Argosy University	John Honore
J.D. Anand Law College	D.B.A. Argosy University
M.B.A. Utica College	M.B.A. American Intercontinental University
 	B.S. American Intercontinental University
Marek Graczkowski	 
Ed.D. Walden University	Martins Idahoosa
M.H.S.A. Florida International University	D.B.A. Walden University
B.S. Florida International University	M.S.I. Kaplan University
 	M.B.A. Kaplan University
Dahlia Gray	 
D.B.A George Washington University	Gabriel Isaacs
M.B.A. Portland State University	Ph.D. New Mexico State University
B.G.S. Eastern Oregon University	M.S.E.M. University of Louisville
 	B.S. Universidad Santa Maria La Antigua
Michele Green	 
Ph.D. Texas Tech University	Judy Jean
M.A. Texas Tech University	D.HSc. Nova Southeastern University
 	M.A. Florida International University
Dona Greenwood	B.A. West Chester University
Ph.D. University of Surrey (UK)	 
M.Ed. University of Central Florida	Rita Johnston
B.S. Madonna College	Ph.D. Antioch University
 	M.A. Palm Beach Atlantic University
Diana Guest	B.S. Palm Beach Atlantic University
Dr.O.T. Nova Southwestern University	 
M.S.O.T. University of Western Ontario	Georgia Justus
B.S.O.T. Western Michigan University	D.B.A. Walden University
 	M.B. A. Florida International University
Steven Guy	B.S. University College of the Caribbean
Ph.D. Keiser University	 
M.A. Keiser University	Dennis Kalam
B.A. University of Florida	Ph.D. Lynn University
 	M.B.A. Nova Southeastern University
Amy Hakim	M.S. Nova Southeastern University
Ph.D. Florida International University	B.S. Nova Southeastern University
M.S. Florida International University	 
B.A. Florida International University	Safak Kayikci

Ph.D. Marmara University	Ph.D. University of Puerto Rico
M.S. Engineering Management Istanbul Technical University	M.B.A. University of Puerto Rico, EGAE
Eugene Komaroff	B.A. University of Puerto Rico
Ph.D. University of Miami	Rebecca McLaughlin
M.A. Brooklyn College	M.M.S. Nova Southeastern University
B.A. Lehman College	M.A. Florida State University
Daniel Kuchinka	B.A. Florida State University
Lisa Kramer	Richard Mendelson
D.C.S. Colorado Technical University	Ph.D. Capella University
M.B.A. Colorado Technical University	M.S. University of Phoenix
B.S. Colorado Technical University	B.S. San Francisco State University
Tyler Lacertosa	Lisbet Montero
O.T.D. Nova Southeastern University	D.O.T. Nova Southeastern University
B.S. University of South Florida	B.A. Nova Southeastern University
Ann Langlois	Robert J. Mullaney
D.B.A. University of Sarasota	O.T.D. Eastern Kentucky University
M.B.A. Bryant University	D.B.A. Nova Southeastern University
B.S. Bryant University	M.B.A. Nova Southeastern University
Toccara Lee	B.S.O.T. Florida International University
D.B.A. Walden University	Lawren Mundy
M.B.A. University of Phoenix	Ph.D. Florida Atlantic University
Diana Martin	M.S. University of Miami
Ph.D. University of South Florida	B.S. Florida State University
M.Ed. Florida Atlantic University	Megen Myers
B.A. University of Florida	D.O.T. Chatham University
Mary Martin	M.S.O.T. Gannon University
Ph.D. Florida Atlantic University	B.S. Ashland University
M.S. Pace University	Anne Nelson
B.S. Long Island University	Post-doctoral Stanford University
Broderick Martinez	D.B.A. Nova Southeastern University
D.B.A. Argosy University	M.B.A. Averett-University
M.A. Nova Southeastern University	B.A. University of North Carolina
M.B.A. Nova Southeastern University	Hillar Neumann
B.A. Florida International University	Ph.D. Rutgers University
Rafael Martinez Munoz	M.A. University of New Hampshire
Theophilus Owusu	
D.Sc. Robert Morris University	
M.S. Robert Morris University	
B.S. Robert Morris University	

Thomas Panavelil	B.A. National University
Ph.D. University of Miami	
M.S. Dairy Research Institution, India	
M.B.A. Nova Southeastern University	
B.S. University of Kerala, India	
Shama Panjwani	Manuel Rosa
Ph.D. Mercer University	Ed.D. Florida International University
M.S. Capella University	M.A. New York University
	B.A. Rutgers University
Victoria Panna	Steven Roth
Ph.D. Widener University	Ed.D. Nova Southeastern University
M.A. Villanova University	M.A. New York State University
	B.A. Grand Canyon University
	B.A. Brooklyn College
Martha Rader	Jan Saeger
Ph.D. Chicago School of Professional Psychology	D.HEd. A.T. Still University
M.B.A. Northwood University	M.S. A.T. Still University
B.S. Northwood University	B.A. Alfred University
Emily Restivo	Armando Salas Amaro
Ph.D. Florida State University	D.B.A. University of Phoenix
M.A. Florida State University	M.B.A. St. Thomas University
B.A. University of Central Florida	B.B.A. Florida International University
Laura Reyes	Christina Sanford
O.T.D. University of St. Augustine	Dr.O.T. Nova Southeastern University
M.O.T. Nova Southeastern University	M.O.T. Nova Southeastern University
B.S. Nova Southeastern University	
Kristi Ricks	Reinaldo Sayegh
M.O.T. Nova Southeastern University	Ph.D. Northcentral University
B.S. Florida Atlantic University	M.B.A. University of Phoenix
	B.S. Central University of Venezuela
Jeff Ritter	Bunney Schmidt
D.B.A. Nova Southeastern University	D.B.A. Nova Southeastern University
M.B.A. Long Island University	M.S. Utah State University
B.B.A. Baruch College	B.S. Utah State University
Nereida Ritz	Kelly Schmitt
O.T.D. Spalding University	Ph.D. University of Massachusetts Amherst
B.S. Colegio Universitario de Rehabilitacion	M.S. University of Massachusetts Amherst
A.A.S. Ivy Tech Community College	B.A. University of Wisconsin at Milwaukee
Kenny Roberts	Robin Schupper
Ph.D. Walden University	Psy.D. Florida Institute of Technology
M.B.A. National University	M.S. Florida Institute of Technology
	B.A. Jacksonville University
	Kelly Schwirzke

Ed.D. Argosy University	Stephanie VanDeventer
M.S. National University	Ph.D. University of South Florida
B.A. California State University	M.A. University of South Florida
	B.S. University of the State of New York
Jyotsna Sharman	Michael Van Slyck
D.N. Institution of Medical Education and Research, India	Ph.D. State University of New York Buffalo
M.S. Panjab University, India	M.A. State University of New York Buffalo
B.S. Home Science College, Panjab University, India	B.A. State University of New York Buffalo
Laurie Slifka	Gregory Vecchi
Ph.D. University of Missouri-St. Louis	Ph.D. Nova Southeastern University
M.A. University of Missouri-St. Louis	M.S. University of Alabama
B.A. University of Missouri-St. Louis	B.S. Park College
Jeremy Smith	Mary Beth Wade
D.B.A. Capella University	Ph.D. University of Massachusetts
M.B.A. University of Miami	M.S. University of Massachusetts
B.S. Colorado Technical University	
Andrea Thompson	John Welch
Ph.D. Barry University	Ph.D. University of Illinois
M.S. Nova Southeastern University	M.S. University of Illinois
B.S. University of Maryland	
Denis Tocci	Rita Westerman-Bolton
Ph.D. Regent University	Ph.D. Argosy University
M.S. University of Southern California	M.S. Missouri State University
B.S. Colorado State University	B.A. Missouri State University
Alex Toth	Steven Whitaker
Ph.D. University of South Florida	Ph.D. Capella University
M.S. University of Cincinnati	M.A. Capella University
B.S. Toccoa Fall College	
Emmanuel Touze	Glendon B. Williams
Ph.D. Keiser University	Ph.D. Walden University
MA. Florida Memorial University	M.B.A. Western International University
	B.S. Western International University
David Tucker	Jeffrey Williams
Ph.D. University of Arkansas	D.H.H.P. Concordia University of Chicago
M.A. Georgetown University	M.S. California University of Pennsylvania
B.S. Harding College	B.S. Eastern Connecticut State University
Frederick Turner II	Eric Wilson
Ph.D. Nova Southeastern University	Ph.D. Capella University
M.P.A. Troy University	M.A. George Washington University
B.A. Saint Leo University	B.A. Southwestern at Memphis

Marilyn Wilson  
Ph.D. Keiser University  
M.A.E. University of Phoenix  
B.S. University of Phoenix  
A.A.B. The Golf Academy of the Carolinas

Allison Wood  
M.O.T. Quinnipiac University  
B.S. Quinnipiac University

*College of Chiropractic Medicine*

*Vice President*

Jennifer Illes  
D.C. New York Chiropractic College  
M.S.N. International College of Health Sciences  
M.S. National University of Health Sciences  
B.S. Brock University

*Program Coordinator*

Vincent DeBono  
D.C. National University of Health Sciences  
B.S. National University of Health Sciences

*Faculty*

William Adams  
D.C. National University of Health Sciences  
B.S. University of Miami

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

Jeffrey Brown  
D.C. Life University  
M.S.A.C.N. Florida Atlantic University

Alexander Castellano

D.C. New York Chiropractic College  
M.S. New York Chiropractic College  
B.S. Quinnipiac University

Karen-Ann Gordon  
D.C. Keiser University  
B.S. University of South Florida  
B.S. University of the West Indies  
A.S. State University of New York, Farmingdale

M. Ram Gudavalli  
Ph.D. University of Cincinnati  
M. McMaster University  
M.S. Indian Institute of Technology

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

Salvatore LaRusso  
D.C. New York Chiropractic College

Mina Mikhail  
D.C. Logan University

Gregory Priest  
D.C. Life University

Juliana Rodrigues  
D.O. Rowan University School of Osteopathic Medicine  
B.A. Johns Hopkins University

Shayan Sheybani  
D.C. Palmer Chiropractic College  
M.B.A. St. Ambrose University

Janice Stone  
D.C. Logan College of Chiropractic  
B.S. Logan College of Chiropractic  
B.S. Howard University

*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 Program Director*

Kathleen Minott, CRNA  
D.N.A.P Wolford College  
M.S. Wolford College

*Faculty*

Leonardo Campero, CRNA  
D.N.A.P. Wolford College  
M.S.N.A. Wolford College

Joseph Curione, CRNA  
D.P.M. Temple University  
B.S. Rowan University

Sandra Dagenais  
D.N.A.P. Wolford College  
M.S.N.A. Wolford College

Michele McGuire, CRNA  
D.N.A.P. Wolford College  
M.S.N.A. Wolford College

Keri Ortega  
D.N.A.P. Texas Wesleyan University  
M.S.N. Florida Gulf Coast University

Katie Saintervil  
D.N.A.P. Wolford College  
M.S.N.A. Wolford College

Richard Schumacher  
PharmD University of Florida  
B.H.S. University of Kentucky

Peter Strube  
D.N.A.P. Rosalind Franklin University  
M.S.N.A. St. Mary's University

M.B.A. Edgewood College

Charice Zaehringer, CRNA  
D.N.P. University of Southern Indiana  
M.H.S. Texas Wesleyan University

*Graduate Faculty (Nicaragua Campus)*

*Master of Business Administration – Spanish – Nicaragua*

Kenneth Fonseca  
D.B.A. Catholic University of Honduras, Honduras  
M.B.A. Polytechnic University of Nicaragua, Nicaragua

Leonardo Centeno-Caffarena  
Ph.D. University of Antonio de Nebrija, Spain  
M.A. American University, Nicaragua  
M.B.A. Southern New Hampshire University  
M.A. Southern New Hampshire University

Mario Arana  
Ph.D. University of Texas at Austin, TX  
M.A. University of New Orleans, IL

Santiago Najera  
Ph.D. Pontifical Catholic University of Peru  
M.Sc. Higher Polytechnic School of the Litoral, Ecuador

Emilio Pereira  
Ph.D. University of Houston, Texas  
M.A. Graduate School of Business Administration, Peru

Homero Rodriguez  
Ph.D. University of Valencia, Spain  
M.B.A. Catholic University of Santiago of Guayaquil, Ecuador

Xiomara Vasquez

Ph.D. University of Guadalajara, Mexico  
M.A. The University of Texas at Dallas  
M.A. Monterrey Institute of Technology and Higher Education, Mexico

*Graduate Faculty (Latin American Campus)*

*Graduate Certificate in Management and Leadership – Spanish – Nicaragua*

Cuauhtemoc Esquivel Garcia  
Ph.D. Universidad Complutense de Madrid, Spain  
M.A. Universidad Internacional de Andalucia, 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

David Ruiz  
Ph.D. University of Puerto Rico  
M.B.A. University of Puerto Rico

Rodrigo Zarate

Ph.D. Regent University  
M.B.A. Regent University

*Graduate Certificate in Marketing – Spanish – Nicaragua*

Monica Perez  
Ph.D. University of Valencia, Spain  
M.S. University of La Salle Bajío, Mexico

*Graduate Faculty (Shanghai Campus)*

*Master of Science in Psychology, Organizational Psychology – Mandarin*

Shuang Guo  
Ph.D. Free University of Berlin, Germany  
M.S. University of Electronic Science and Technology of China  
B.S. Shaanxi Normal University, China

Xiaodan Li  
Ph.D. Hunan Normal University, China  
M.A. Guangzhou University, China  
B.A. Southern Medical University, China

Xiying Li  
Ph.D. Beijing Normal University, China  
M.A. Southwest University, China  
B.S. Northeast Normal University, China

Anbo Yang  
Ph.D. Peking University, China  
M.A. Peking University, China

Yong Zhang  
Ph.D. East China Normal University, China  
M.S. East China Normal University, China  
B.S. Xi'an University of Science and Technology, China

*Master of Business Administration – Mandarin*

Bo Ban  
Ph.D. Shandong University, China  
M.B.A. Shandong University, China  
B.S. Shandong University, China

Aizhong Bao Ph.D. Fudan University, China M.S. Shanghai Academy of Social Sciences, China	B.A. Universidad Industrial de Santander – Colombia
Yeung Davey D.B.A. University of South Australia	<i>Graduate Faculty (Business)</i> Maria Aponte D.B.A. University of Phoenix School of Advanced Studies M.B.A. Metropolitan University B.A. Saint Francis College
Yuxue Hou Ed.D. Beijing Normal University, China	Reginald "Dennis" Calderon D.B.A. Grenoble Ecole de Management D.E.A. Grenoble Ecole de Management M.B.A. The University of Tennessee B.Sc. Bus Mgt California Lutheran University A.B.A. Instituto profesional Diego Portales
Bo Jiang Ph.D. Nottingham University, UK	Rafael Caycho Ph.D. Walden University M.H.A. Walden University B.S. The University of Georgia
Chi Man Szeto D.B.A. University of South Australia	Edwin Melendez Delgado D.B.A. Pontificia Universidad Católica de Puerto Rico M.B.A. University of Phoenix Puerto Rico B.A. Universidad del Turabo
Zelin Tong Ph.D. Wuhan University, China M.S. South Central University for Nationalities, China B.S. South Central University for Nationalities, China	Virginia Fierro-Renoy Ph.D. Institut d'Etudes Politiques de Paris M.A. Columbia University M.A. Institut d'Etudes Politiques de Paris
Hui Xia D.B.A Hong Kong Polytechnic University, China M.A. University of Houston B.S. Shanghai Jiao Tong University, China	Jose A Flecha D.B.A. Argosy University M.S. Universidad de Barcelona M.B.A. Universidad Ana G Mendez (former Universidad Metropolitana) B.B.A. Universidad Ana G Mendez (former Universidad del Turabo)
Weiwei Zhu Ph.D. Peking University, China M.S. Peking University, China B.S. Peking University, China	Juana Ramirez Hernandez D.B.A. Keiser University M.B.A. Keiser University B.A. in Education Rafael María de Mendoza (Cuba)
<i>Graduate Faculty (Latin Division)</i> <i>Dean of the Latin Division</i> Norma Pastor D.HSc. Keiser University M.D. Autonomous University of Santo Domingo, DR	
<i>Associate Dean, (Latin Division)</i> Lina Rodas M.S. Keiser University	

Lydia Lera Marqués Ph.D. Academy of Science of Cuba and Institute of Mathematics Karl Weierstrass, Germany B.A. and thesis defense. Havana University	Ed.D. Interamerican University of Puerto Rico M.Ed. Dowling College B.A. University of Notre Dame
Sandra Mena-Candelaria Ph.D. Universidad de León Ph.D. UNINI MX M.B.A. Universidad de Phoenix Arizona B.Sc. Universidad de Puerto Rico	Carlos Santiago Ed.D. Universidad Ana G. Mendez M.Ed. Universidad Ana G. Mendez B.Ed. Universidad de Puerto Rico
Doris Morales-Rodríguez Ph.D. Universidad Interamericana de Puerto Rico M.A. Universidad Interamericana de Puerto Rico B.A. Universidad de Puerto Rico	<i>Faculty (Psychology)</i> Angel Perez-Santana Ph.D. Carlos Albizu University M.Psy. Turabo University B.A. University of Puerto Rico
Armando J. Poleo D.B.A. Argosy University M.B.A. University of Scranton M.S.B.A. Phoenix University	<i>Faculty (Industrial and Organizational Psychology)</i> Diego Vazquez Ph.D. Carlos Albizu University M.S. Carlos Albizu University B.A. University of Puerto Rico
Luis F Rodriguez Ph.D. in Management Walden University M.B.A. Marketing - University of Phoenix PR Campus B.A. Education - University of Puerto Rico - Rio Piedras Campus	
Alberto Silva Ph.D. University of Almeria, Spain M.S. University of Florida	
<i>Faculty (Education)</i> Otto Federico von Feigenblatt Ph.D. Nova Southeastern University Ed.D. Nova Southeastern University M.A. Chulalongkorn University A.L.M. Harvard University Grad.Cert. Harvard University Grad.Cert. Harvard University B.S.S. Ritsumeikan Asia Pacific University	
Angiemarie Rivera Ph.D. University of Berne	

# Graduate School Academic Calendar

## 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	<b>New Year's Day</b>
01/09/23-04/30/23	Winter Semester
01/09/23-03/05/23	Term A Classes Begin
<b>01/16/23</b>	<b>Martin Luther King Jr. Day</b>
01/17/23	Return
<b>02/20/23</b>	<b>President's Day</b>
02/21/23	Return
03/06/23-04/30/23	Term C Classes Begin
<b>04/07/23-04/10/23</b>	<b>Easter Break</b>
04/11/23	Return
05/01/23-05/07/23	<b>Spring Break</b>
05/08/23-07/27/23	
Summer Semester	
05/08/23-07/02/23	Term A Classes Begin
<b>05/29/23</b>	<b>Memorial Day</b>
05/30/23	Return
07/03/23-08/27/23	Term C Classes Begin
<b>07/04/23</b>	<b>Independence Day</b>
07/05/23	Return
08/28/23-12/17/23	
Fall Semester	
08/28/23-10/22/23	Term A Classes Begin
<b>09/04/23</b>	<b>Labor Day</b>
09/05/23	Return
10/23/23-12/17/23	Term C Classes Begin
<b>11/10/23</b>	<b>Veterans Day</b>
11/13/23	Return
<b>11/23/23-11/26/23</b>	<b>Thanksgiving Break</b>
11/27/23	Return
<b>12/18/23-01/07/24</b>	<b>Holiday</b>

## 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	<b>New Year's Day</b>
01/08/24-04/28/24	Winter Semester
01/08/24-03/03/24	Term A Classes Begin
<b>01/15/24</b>	<b>Martin Luther King Jr. Day</b>

01/16/24	Return
<b>02/19/24</b>	<b>President's Day</b>
02/20/24	Return
03/04/24-04/28/24	Term C Classes Begin
<b>03/29/24-04/01/24</b>	<b>Easter Break</b>
04/02/24	Return
04/29/24-05/05/24	<b>Spring Break</b>
05/06/2024-08/25/18	Summer Semester
05/06/24-06/30/24	Term A Classes Begin
<b>05/27/24</b>	<b>Memorial Day</b>
05/28/24	Return
07/01/24-08/25/24	Term C Classes Begin
<b>07/04/24</b>	<b>Independence Day</b>
07/05/24	Return
08/26/24-09/01/24	<b>Summer Break</b>
09/02/24-12/22/24	
Fall Semester	
09/02/24-10/27/24	Term A Classes Begin
<b>09/02/24</b>	<b>Labor Day</b>
09/03/24	Return
10/28/24-12/22/24	Term C Classes Begin
<b>11/11/24</b>	<b>Veterans Day</b>
11/12/24	Return
<b>11/28/24-12/1/24</b>	<b>Thanksgiving Break</b>
12/02/24	Return
<b>12/23/24-01/12/25</b>	<b>Holiday</b>

## 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	<b>New Year's Day</b>
01/13/25-05/04/25	Winter Semester
01/13/25-03/09/25	Term A Classes Begin
<b>01/20/25</b>	<b>Martin Luther King Jr. Day</b>
01/22/25	Return
<b>02/17/25</b>	<b>President's Day</b>
02/19/25	Return
03/10/25-05/04/25	Term C Classes Begin
<b>04/18/25-04/21/25</b>	<b>Easter Break</b>
04/22/25	Return
05/05/25-05/11/25	<b>Spring Break</b>
05/12/25	Return
05/12/25-08/31/25	Summer Semester

05/12/25-07/6/25	Term A Classes Begin
<b>05/26/25</b>	<b>Memorial Day</b>
05/28/25	Return
07/07/25-07/31/25	Term C Classes Begin
<b>07/04/25</b>	<b>Independence Day</b>
07/07/25	Return
09/01/25-12/21/25	Fall Semester
09/01/25-10/26/25	Term A Classes Begin
<b>09/01/25</b>	<b>Labor Day</b>
09/03/25	Return
10/27/25-12/21/25	Term C Classes Begin
<b>11/11/25</b>	<b>Veterans Day</b>
11/12/25	Return
<b>11/27/25-11/30/25</b>	<b>Thanksgiving Break</b>
12/01/25	Return
<b>12/22/25-01/11/26</b>	<b>Holiday</b>

## 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	<b>New Year's Day</b>
01/12/26-05/03/26	Winter Semester
01/12/26-03/08/26	Term A Classes Begin
<b>01/19/26</b>	<b>Martin Luther King Jr. Day</b>
01/20/26	Return
<b>02/16/26</b>	<b>President's Day</b>
02/17/26	Return
03/09/26-05/03/26	Term C Classes Begin
<b>04/03/25-04/06/26</b>	<b>Easter Break</b>
04/07/26	Return
05/04/26-05/10/26	<b>Spring Break</b>
05/11/26	Return
05/11/26-08/30/26	Summer Semester
05/11/26-07/05/26	Term A Classes Begin
<b>05/25/26</b>	<b>Memorial Day</b>
05/26/26	Return
07/06/26-08/30/26	Term C Classes Begin
<b>07/03/26</b>	<b>Independence Day (observed)</b>
07/06/26	Return
08/31/26-12/20/26	Fall Semester
08/31/26-10/25/26	Term A Classes Begin
<b>09/07/26</b>	<b>Labor Day</b>
09/08/26	Return

10/26/26-12/20/26	Term C Classes Begin
<b>11/11/25</b>	<b>Veterans Day</b>
11/12/25	Return
<b>11/26/26-11/29/26</b>	<b>Thanksgiving Break</b>
11/30/26	Return
<b>12/21/26-01/10/26</b>	<b>Holiday</b>

## **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	<b>New Year's Day</b>
01/11/27-05/02/27	Winter Semester
01/11/27-02/07/27	Term A Classes Begin
01/18/27	<b>Martin Luther King Jr. Day</b>
01/19/27	Return
02/08/27-03/07/27	Term B Classes Begin
02/15/27	<b>President's Day</b>
02/16/27	Return
03/08/27-04/04/27	Term C Classes Begin
04/05/27-05/02/27	Term D Classes Begin
03/26/27-03/29/27	<b>Easter Break</b>
03/30/27	Return
05/03/27—05/09/27	<b>Spring Break</b>
05/10/27-08/29/27	Summer Semester
05/10/27-06/06/27	Term A Classes Begin
05/31/27	<b>Memorial Day</b>
06/01/27	Return
06/07/27-07/04/27	Term B Classes Begin
07/05/27-08/01/27	Term C Classes Begin
07/05/27	<b>Independence Day (observed)</b>
07/06/27	Return
08/02/27-08/29/27	Term D Classes Begin
08/30/27-12/19/27	Fall Semester
08/30/27-09/26/27	Term A Classes Begin
09/06/27	<b>Labor Day</b>
09/07/27	Return
09/27/27-10/24/27	Term B Classes Begin
10/25/27-11/21/27	Term C Classes Begin
<b>11/11/27</b>	<b>Veterans Day</b>
11/12/27	Return
11/22/27-12/19/27	Term D Classes Begin
11/25/27-11/28/27	<b>Thanksgiving Break</b>
11/29/27	Return
12/20/27-01/09/28	<b>Holiday</b>

## **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	<b>New Year's Day</b>
01/10/28-04/30/28	Winter Semester
01/10/28-02/06/28	Term A Classes Begin
<b>01/17/28</b>	<b>Martin Luther King Jr. Day</b>
01/18/28	Return
02/21/28	<b>President's Day</b>
02/22/28	Return
03/06/28-04/02/28	Term C Classes Begin
<b>04/14/28-04/17/28</b>	<b>Easter Break</b>
04/18/28	Return
05/01/28-05/07/28	<b>Spring Break</b>
05/08/28-08/27/28	Summer Semester
05/08/28-06/04/28	Term A Classes Begin
<b>05/29/28</b>	<b>Memorial Day</b>
05/30/28	Return
07/03/28-07/30/28	Term C Classes Begin
<b>07/04/28</b>	<b>Independence Day</b>
07/05/28	Return
08/28/28-12/17/28	Fall Semester
08/28/21-09/24/28	Term A Classes Begin
<b>09/04/28</b>	<b>Labor Day</b>
09/05/28	Return
10/23/28-11/19/28	Term C Classes Begin
<b>11/13/28</b>	<b>Veterans Day (observed)</b>
11/14/28	Return
<b>11/23/28-11/26/28</b>	<b>Thanksgiving Break</b>
11/27/28	Return
<b>12/18/28-01/07/29</b>	<b>Holiday</b>

## **Term Calendar 2029**

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

1/1/29	<b>New Year's Day</b>
01/08/29-04/29/29	Winter Semester
01/08/29-03/04/29	Term A Classes Begin
<b>01/15/29</b>	<b>Martin Luther King Jr. Day</b>
01/16/29	Return

02/19/29	<b>President's Day</b>
02/20/29	Return
03/05/29-04/29/29	Term C Classes Begin
<b>03/30/29-04/02/29</b>	<b>Easter Break</b>
04/03/29	Return
04/30/29-05/06/29	<b>Spring Break</b>
05/07/29-08/26/29	Summer Semester
05/07/29-07/01/29	Term A Classes Begin
<b>05/28/29</b>	<b>Memorial Day</b>
05/29/29	Return
07/02/29-08/26/29	Term C Classes Begin
<b>07/04/29</b>	<b>Independence Day</b>
07/05/29	Return
08/27/29-09/02/29	Summer Break
09/03/29-12/23/29	Fall Semester
09/03/29-10/28/29	Term A Classes Begin
<b>09/03/29</b>	<b>Labor Day</b>
09/04/29	Return
10/29/29-12/23/29	Term C Classes Begin
<b>11/12/29</b>	<b>Veterans Day (observed)</b>
11/13/29	Return
<b>11/22/29-11/25/29</b>	<b>Thanksgiving Break</b>
11/26/29	Return
<b>12/24/29-01/06/30</b>	<b>Holiday</b>

## **Term Calendar 2030**

*Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.*

1/1/30	<b>New Year's Day</b>
01/07/30-04/28/30	Winter Semester
01/07/30-02/03/30	Term A Classes Begin
<b>01/21/30</b>	<b>Martin Luther King Jr. Day</b>
01/22/30	Return
02/18/30	<b>President's Day</b>
02/19/30	Return
03/04/30-03/31/30	Term C Classes Begin
<b>04/19/30-04/22/30</b>	<b>Easter Break</b>
04/23/30	Return
04/29/30-05/05/30	<b>Spring Break</b>
05/06/30-08/25/30	Summer Semester

05/06/30-06/02/30	Term A Classes Begin
<b>05/27/30</b>	<b>Memorial Day</b>
05/28/30	Return
07/01/30-07/28/30	Term C Classes Begin
<b>07/04/30</b>	<b>Independence Day</b>
07/05/30	Return
08/26/30-12/15/30	Fall Semester
08/26/30-09/22/30	Term A Classes Begin
<b>09/02/30</b>	<b>Labor Day</b>
09/03/30	Return
10/21/30-11/17/30	Term C Classes Begin
<b>11/11/30</b>	<b>Veterans Day</b>
11/12/30	Return
<b>11/28/30-12/01/30</b>	<b>Thanksgiving Break</b>
12/02/30	Return
<b>12/16/30-01/05/31</b>	<b>Holiday</b>

