ADDENDUM NO. 1

TO

2013-2014
KEISER UNIVERSITY GRADUATE SCHOOL
CATALOG
VOLUME 1, NO. 1

Effective January 3, 2014
# KEISER UNIVERSITY
## CATALOG ADDENDUM

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</tbody>
</table>
Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following Addendum No. 1 represents additions, changes and deletions to the 2013-2014 Keiser University Graduate School Catalog, August 2013 Edition, Volume 13, No. 1, and is effective January 3, 2014.

PAGE 1 AND BACK COVER, KEISER UNIVERSITY LOCATIONS
Add the following information as another location beneath the Fort Lauderdale address:

Keiser University, San Marcos, Nicaragua
(Off-Campus Site)
Gasolinera UNO, 2 cal sur
San Marcos, Carazo, Nicaragua
Local (505) 2535-2314 / 2535-2312
Toll Free (800) 969-1685

PAGE 10, GENERAL INFORMATION – HISTORY
Add the following information at the end of this section, before the final paragraph:

In 2013, Keiser University established an off-campus 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.

PAGE 16, DESCRIPTIONS OF FACILITIES AND EQUIPMENT
Insert the following after the Keiser University, Ft. Lauderdale description:

Keiser University, San Marcos, Nicaragua (off-campus site)
The San Marcos Campus 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 and auditorium, 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.

PAGE 25, WAIVER REQUIREMENT FOR ACG501
Replace the waiver requirement with the following:

Waiver Requirement for ACG501
Applicants receive test-out credit for ACG501 if they score 155 or higher on the ETS major field examination in business or possess a bachelor’s degree in a business-related discipline with a grade average of at least a 2.70 on a 4.0 scale. Additionally,
students must have a 3.0 in nine semester credit hours of undergraduate accounting courses (i.e. financial accounting, managerial accounting, and one upper division accounting course) and a B or better in each undergraduate accounting course.

PAGE 27, SCHOOL OF EDUCATION, ADMISSIONS REQUIREMENTS
Replace sections on Ph.D. Educational Leadership and Ph.D. Instructional Design Technology with the following:

DOCTOR OF PHILOSOPHY IN ADULT EDUCATION, CURRICULUM AND INSTRUCTION, EDUCATIONAL LEADERSHIP, AND INSTRUCTIONAL DESIGN AND TECHNOLOGY
Candidates for admission to the Ph.D. program are required to hold a master’s degree (or equivalent) from an accredited institution.* An admission decision is based on a combination of a student’s graduate academic performance, professional experience, letters of recommendation and/or standardized test scores. All students are encouraged to submit Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores in support of their application.

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

PAGE 30, PROGRAM-SPECIFIC ADMISSIONS REQUIREMENTS
Insert the following above Master of Science in Physician Assistant:

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 a regionally accredited institution with a minimum undergraduate GPA of 3.20 on a 4.0 scale. An admission decision is 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 NursingCAS Application
- 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 3.2 on a 4.0 scale for the baccalaureate degree in nursing
- Writing Sample
- Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor’s degree in nursing from a regionally accredited college or university within the first semester of enrollment
- Three letters of recommendation: Two (2) from nursing/healthcare supervisors, One (1) from a nursing faculty
- Current resume indicating education, complete work history (clinical and other), volunteer activities, publications and/or presentations Note: Applicants must have a minimum of one year of recent clinical practice experience working with patients.
- Completed clear criminal history background check

PAGE 35, TRANSFER OF CREDIT PROCEDURES
Replace this section with the following:

TRANSFER OF CREDIT PROCEDURES
The Dean of the Graduate School evaluates transcripts and determines potential transfer credit granted to students. The following guidelines are used in evaluating transcripts received from other accredited institutions:
Official transcripts must be received directly from the former institution within a student’s first semester or no transfer credits are officially granted.

Course descriptions from a former institution’s catalog are analyzed and credit is accepted for those successfully completed courses that parallel course content and duration of Keiser University courses. Courses in a student’s major must meet the same general course objectives as Keiser University courses.

Only courses with a grade of “B” or higher are considered for transfer credit.

Graduate students may transfer no more than six semester credit hours to the graduate program at Keiser University and must meet graduate residency requirements.

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 an approved educational evaluator service attesting that the courses are equivalent to courses earned at a regionally accredited institution of higher education in the United States. Transfer credits are granted only for courses in which a grade of “B” or higher was earned (3.0 on a 4.0 scale). Prior to granting transfer of credit for any course, the University reserves the right to test applicants or request that they successfully pass an examination administered by a Keiser University faculty member.

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**PAGE 41, TUITION, FEES, AND OTHER COSTS**

Replace this section with the following:

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 not charged by the course or by credit hours. University student tuition and fees are subject to annual review and modification.

**Effective: Winter Start 01/06/2014**

**Initial Fees**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (one-time charge)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Registration Fee (one-time charge)</td>
<td>$145.00</td>
</tr>
<tr>
<td>MS-Physician Assistant -Post Acceptance Fee (non-refundable-toward first semester)</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Full Time Status</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science – Physician Assistant Degree Program</td>
<td></td>
<td>$9,594.00</td>
</tr>
<tr>
<td>Master Degree Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Level Certificate Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Specialist Degree</td>
<td>Full Time Status</td>
<td></td>
</tr>
<tr>
<td>Doctoral Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 + credits</td>
<td>$9,594.00</td>
</tr>
<tr>
<td></td>
<td>9 to 11.99 credits</td>
<td>$7,196.00</td>
</tr>
<tr>
<td></td>
<td>6 to 8.99 credits</td>
<td>$4,797.00</td>
</tr>
<tr>
<td></td>
<td>Half Time 3 to 5.99 credits</td>
<td>Pro-rated</td>
</tr>
<tr>
<td>Doctoral Program – Dissertation (up to completion of first 12 credit hours)</td>
<td></td>
<td>$5,126.00</td>
</tr>
<tr>
<td>Doctoral Program – Dissertation (beyond 12 credit hours)</td>
<td></td>
<td>$2,563.00</td>
</tr>
</tbody>
</table>

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

**Education Fee per Semester**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>PANCE (Physician Assistant Certification Exam)</td>
<td>$450.00</td>
</tr>
</tbody>
</table>

Other Fees

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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, finger printing will be assessed fees accordingly.
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. An academic transcript and diploma will not be released if the student has a balance with the institution for any reason.

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

PAGE 44, CANCELLATION/WITHDRAWAL CALCULATION
Modify the last two sentences of the final paragraph to read as follows:
No official academic transcript and 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.

PAGE 59, KEISER UNIVERSITY TRANSCRIPTS
Modify the last sentences of this paragraph to read as follows:
(Note: All financial obligations to the University must be paid before transcripts and diplomas are released).

PAGE 63, MILITARY DEPLOYMENT POLICY
Replace this section with the following:

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 and will have 30 days to complete all course work. Extensions are possible given mitigating circumstances. Extension requests will be evaluated on a case-by-case basis.

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

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

PAGE 65, GRADING POLICY
Replace this section with the following:

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 is 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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Interpretation</th>
<th>Numerical Value</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.0</td>
<td>Less than 70%*</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>Residency Complete</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>RNC</td>
<td>Residency Not Completed</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>WNA</td>
<td>Withdrawal/No Attendance</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Transfer Credit</td>
<td>Not Computed</td>
<td></td>
</tr>
<tr>
<td>WM</td>
<td>Withdrawal / Military Deployment</td>
<td>Not Computed</td>
<td></td>
</tr>
</tbody>
</table>

*Students will also be assigned a grade of “F” for withdrawing after attending 50% of a course and not taking the final examination.

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 Dean of the Graduate School. 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 prerequisite course must successfully complete the prerequisite within four weeks. Students who do not successfully complete the prerequisite are immediately removed from the capstone course and enrolled back in the prerequisite 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 Dean of the Graduate School.

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 Dean of the Graduate School.

**PAGE 66, GRADING**

Add the following to the table:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Interpretation</th>
<th>Numerical Value</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>WM</td>
<td>Withdrawal / Military Deployment</td>
<td>Not Computed</td>
<td></td>
</tr>
</tbody>
</table>

**PAGE 68, DEGREE REQUIREMENTS, SCHOOL OF EDUCATION**

Replace the first section under “School of Education” with the following:

**Requirements for Doctor of Philosophy in Adult Education, Curriculum and Instruction, Educational Leadership or Instructional Design and Technology**

- To earn a Doctor of Philosophy degree from Keiser University, students must accomplish the following:
- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of “C”
- Complete the final 54 credits of the PhD program through Keiser University
- Complete all PhD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Dean
- 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

PAGE 70, DEGREE REQUIREMENTS, MS NURSING, FAMILY NURSE PRACTITIONER
Requirements for Master of Science in Nursing, Family Nurse Practitioner
To earn a MSN FNP from Keiser University, students must accomplish the following:
- Earn a minimum of 56.0 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 Dean of the Graduate School)
- Register for the Family Nurse Practitioner National Board Certification Examination prior to completing the last course

PAGE 83, PROGRAM DESCRIPTION, MASTER OF BUSINESS ADMINISTRATION
Replace the Major Core Courses with the following:

Masters of Business Administration Major Core Courses (30.0 credit hours)
AGC501 Survey of Accounting 3.0 credit hours
ACG5075 Accounting for Decision Making 3.0 credit hours*
or
ACG5135 Advanced Accounting Theory 3.0 credit hours*
FIN521 Financial Management 3.0 credit hours
MKTS31 Marketing Management 3.0 credit hours
MAN542 Business Research Methods 3.0 credit hours
MAN551 International Business 3.0 credit hours
MAN562 Business Information Systems 3.0 credit hours
MAN571 Organizational Behavior (co-requisite course) 3.0 credit hours
MAN573 Project Management 3.0 credit hours
ECO581 Managerial Economics 3.0 credit hours

*Students are required to take ACG5075 instead of ACG5135, unless enrolled in the Accounting Concentration. Students enrolled in the Accounting Concentration must take ACG5135.

PAGE 91, PROGRAM DESCRIPTIONS, PH.D. DEGREES
Insert the following after the heading “Doctor of Philosophy Degrees”:

ADULT EDUCATION

Program Description
The Doctor of Philosophy degree in Adult Education prepares graduates to engage communities by using democratic principles and best educational practices to focus on the development of adults. Adult education extends through the life span from late adolescence to advanced age and takes place in a rich diversity of organizational as well as formal and informal
settings. The program is designed to engage the learning styles of adults to provide a shared community for critical thinking and problem solving.

Program Objectives
Keiser University’s PhD in Adult Education program provides the knowledge and skills of adult learning and training strategies to effectively communicate a vision of educational excellence in the learning community. Graduates reflect on present and past practices to analyze complex issues and to evaluate potential solutions. Upon completion of this program, students are able to:

- Apply adult learning theory and ethical, reflective decision-making to teach within educational institutions.
- Evaluate and apply best practices in instruction using effective teaching practices, emerging technologies, and assessment technologies to achieve optimal educational outcomes.
- Create a shared vision of a learning culture by understanding and responding to the political, social, economic, legal, and cultural environment.
- Respond to diverse communities of interest to create a safe, efficient, and effective learning environment.
- Continue to renew and develop expertise in the field of adult education demonstrated by effective written, spoken, and digital communication.
- Advance the body of knowledge through relevant, reflective, action-oriented research and scholarship.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

Prerequisites 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 Adult Education degree, students must earn 60 graduate semester credit hours. Fifty-four of the program hours must be completed through Keiser University. Program requirements are as follows:

Doctor of Philosophy in Adult Education Major Core Courses (60 credit hours)

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>15.0 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL753</td>
<td>Leadership: Human Resources and Professional Development</td>
</tr>
<tr>
<td>EDU710</td>
<td>Ethical and Legal Issues in Education/Leadership</td>
</tr>
<tr>
<td>EDU712</td>
<td>Policy, Politics, and Community Relations</td>
</tr>
<tr>
<td></td>
<td>(program prerequisite course)</td>
</tr>
<tr>
<td>EDU740</td>
<td>Curriculum Design</td>
</tr>
<tr>
<td>IDT721</td>
<td>Leading Technology Innovation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adult Education Core Courses</th>
<th>18.0 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC760</td>
<td>The Profession and Practice of Adult Education</td>
</tr>
<tr>
<td>AEC762</td>
<td>The Foundations, Theory, and Practice of Adult Education</td>
</tr>
<tr>
<td>AEC763</td>
<td>Assessment of Adult Learning Programs and Activities</td>
</tr>
<tr>
<td>AEC764</td>
<td>Facilitation of Adult Learners</td>
</tr>
<tr>
<td>AEC766</td>
<td>Current Research in Adult Learning and Human Development</td>
</tr>
<tr>
<td>AEC768</td>
<td>Multicultural and Special Populations of Adult Learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Courses</th>
<th>15.0 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSM700</td>
<td>Quantitative Research I</td>
</tr>
</tbody>
</table>
RSM800  Quantitative Research II  
(Prerequisite RSM700)  3.0 credit hours
RSM810  Qualitative Research  3.0 credit hours
RSM811  Mixed Methods  
(Prerequisites: RSM700, RSM800, and RSM810)  3.0 credit hours
*RSM820  Advanced Research: Pre-Proposal and Literature Review  
(Prerequisites: RSM700, RSM800, and RSM810)  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  1.5 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

**CURRICULUM AND INSTRUCTION**

**Program Description**
The Ph.D. in Curriculum and Instruction provides the knowledge and skills to individuals concerned with the research, design, teaching, assessment, and professional development related to P-20 education. The program is designed for educators who aspire to lead the development of curriculum for the 21st century. Graduates will demonstrate real-world and scholarly knowledge to improve the performance of educational institutions.

**Program 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

**Prerequisites 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. Fifty-four of the program hours must be completed through Keiser University. Program requirements are as follows:

Doctor of Philosophy in Curriculum and Instruction
(60 credit hours)

**Foundation Courses** (15.0 credit hours)
EDU710 Ethical and Legal Issues in Education/Leadership 3.0 credit hours
EDU712 Policy, Politics, and Community Relations (program prerequisite course) 3.0 credit hours
EDU740 Curriculum Design 3.0 credit hours
EDU742 Classroom Management 3.0 credit hours
IDT721 Leading Technology Innovation 3.0 credit hours

**Curriculum and Instruction Core Courses** (18.0 credit hours)
EDU741 Differentiated Instruction 3.0 credit hours
CIL743 Curriculum: Advanced Theory and Research 3.0 credit hours
CIL744 Instruction: Advanced Theory and Research 3.0 credit hours
CIL745 Assessment for Student Learning 3.0 credit hours
CIL746 Curriculum and Instruction for Professional Development 3.0 credit hours
IDT723 Instructional Design Theory 3.0 credit hours

**Research Courses** (15.0 credit hours)
RSM700 Quantitative Research I 3.0 credit hours
RSM800 Quantitative Research II (Prerequisite RSM700) 3.0 credit hours
RSM810 Qualitative Research 3.0 credit hours
RSM811 Mixed Methods (Prerequisites: RSM700, RSM800, and RSM810) 3.0 credit hours
*RSM820 Advanced Research: Pre-Proposal and Literature Review (Prerequisites: RSM700, RSM800, and RSM810) 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 1.5 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

**PAGE 94, PROGRAM DESCRIPTION, PH.D. INSTRUCTIONAL DESIGN AND TECHNOLOGY**

Replace Major Core Courses with the following:

**Doctor of Philosophy in Instructional Design Technology Major Core Courses**
(60.0 credit hours)

**Foundation Courses** (15.0 credit hours)
EDU710 Ethical and Legal Issues in Education/Leadership 3.0 credit hours
EDU712 Policy, Politics, and Community Relations (program prerequisite course) 3.0 credit hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT721</td>
<td>Leading Technology Innovation</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU730</td>
<td>Funding of Educational Institutions</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU740</td>
<td>Curriculum Design</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Instructional Design Technology Core Courses (12.0 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT723</td>
<td>Instructional Design Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>IDT724</td>
<td>Analysis and Design of Technology-Based Learning Models</td>
<td>3.0</td>
</tr>
<tr>
<td>IDT725</td>
<td>Instructional Multimedia</td>
<td>3.0</td>
</tr>
<tr>
<td>IDT726</td>
<td>Current Issues in Instructional Technology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Elective Courses (Six credits required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU722</td>
<td>Management of Distance Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU720</td>
<td>Designing Training and Performance Solutions</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Research Courses (15.0 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSM700</td>
<td>Quantitative Research I</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM800</td>
<td>Quantitative Research II</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM810</td>
<td>Qualitative Research</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM811</td>
<td>Mixed Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM820</td>
<td>Advanced Research: Pre-Proposal and Literature Review</td>
<td>3.0</td>
</tr>
</tbody>
</table>

RSM820 is scheduled as the last course and is not scheduled with any other course.

---

**PAGE 99, PROGRAM DESCRIPTION, MS EDUCATION, ALLIED HEALTH TEACHING AND LEADERSHIP**

Replace the list of Major Core Courses with the following:

**Master of Science in Education, Allied Health Teaching and Leadership Major Core Courses (36.0 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 510</td>
<td>Affirming Diversity</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 511</td>
<td>Integrative Instructional Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 512</td>
<td>Education Governance, Motivation and Ethical Decision Making</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 513</td>
<td>Advanced Curriculum Design</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 514</td>
<td>Advanced Educational Assessment and Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 521</td>
<td>Learning Theories Applied To Classroom Instruction and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 552</td>
<td>Personnel Selection and Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 580</td>
<td>Issues and Trends in Health Care Education Programs</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Managing Health Care Programs in Institutions and the Community</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU582</td>
<td>Compliance, Accreditation, and Legal Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>EDR 551</td>
<td>Decision Oriented Educational Research</td>
<td>3.0</td>
</tr>
<tr>
<td>EDR 610</td>
<td>Action Research Project (Capstone)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

---

**PAGE 99, PROGRAM DESCRIPTION, MS EDUCATION, CAREER COLLEGE ADMINISTRATION**

Replace the entire section with the following:

**EDUCATION, CAREER COLLEGE ADMINISTRATION**

**Master of Science Degree**

**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.

**Prerequisites 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. 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. Thirty of the program hours must be completed through Keiser University. Program requirements are as follows:

**Master of Science in Education, Career College Administration Major Core Courses** (36.0 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 510</td>
<td>Affirming Diversity</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 511</td>
<td>Integrative Instructional Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 512</td>
<td>Education Governance, Motivation and Ethical Decision Making</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 513</td>
<td>Advanced Curriculum Design</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 514</td>
<td>Advanced Educational Assessment and Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 552</td>
<td>Personnel Selection and Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 560</td>
<td>Enrollment Management Theory and Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 562</td>
<td>Higher Education Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 564</td>
<td>Leading Career Education in America</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU 566</td>
<td>Managing Career Colleges for Successful Outcomes</td>
<td>3.0</td>
</tr>
<tr>
<td>EDR 551</td>
<td>Decision Oriented Educational Research</td>
<td>3.0</td>
</tr>
<tr>
<td>EDR 610</td>
<td>Action Research Project (Capstone)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

PAGE 109, PROGRAM DESCRIPTION, MS NURSING, FAMILY NURSE PRACTITIONER

Insert the following above Physician Assistant:

NURSING, FAMILY NURSE PRACTITIONER
Master of Science Degree

Program Description
The Master of Science in Nursing (MSN), Family Nurse Practitioner (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).

**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 630 clinical hours).

**Program Outline**

To receive a MSN FNP degree, students must earn 56 graduate semester credit hours. Transfer of graduate credits will be evaluated on a case by case basis. Fifty program hours must be completed through Keiser University. Program requirements are as follows:

**Master of Science in Nursing Family Nurse Practitioner Major Core Courses** (56 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR500</td>
<td>Professional Development of the Advanced Practice Nurse</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR510</td>
<td>Health Promotion and Disease Prevention</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR520</td>
<td>Health Systems, Policy and Resource Management</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR530</td>
<td>Quality Improvement and Patient Safety</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR602</td>
<td>Primary Health Care of the Family I</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR602A</td>
<td>Primary Health Care of the Family I Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NUR603</td>
<td>Primary Health Care of the Family II</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR603A</td>
<td>Primary Health Care of the Family II Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NUR604</td>
<td>Primary Health Care of the Family III</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR604A</td>
<td>Primary Health Care of the Family III Practicum</td>
<td></td>
</tr>
<tr>
<td>NUR605</td>
<td>Primary Health Care of the Family IV</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR605A</td>
<td>Primary Health Care of the Family IV Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NUR 650</td>
<td>Advanced Pathophysiology for Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR 660</td>
<td>Principles of Pharmacology for Advanced Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR661</td>
<td>Principles of Pharmacology for Advanced Practice II</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR670</td>
<td>Advanced Health Assessment for Best Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR671</td>
<td>Advanced Health Assessment and Diagnostic</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Doctor of Philosophy in Industrial and Organizational Psychology Core Courses (60.0 – 78.0 credit hours)

Prerequisite 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 3.0 credit hours
  (Prerequisite: PSY701, RSM700, RSM702)
- PSY699 Master’s Thesis, Part II 3.0 credit hours
  (Prerequisite: PSY502, PSY532, PSY542, 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 credit hours)
- PSY701 Research, Ethics, and Scholarly Writing 3.0 credit hours
- PSY710 Cognitive & Affective Basis of Behavior 3.0 credit hours
- PSY750 Theories of Learning and Motivation 3.0 credit hours
- PSY760 Sociocultural Basis of Behavior 3.0 credit hours
- PSY770 Cross-Cultural Methods of Tests and Measurements 3.0 credit hours

Research Courses (15.0 credit hours)
- RSM701 Quantitative Research I 3.0 credit hours
  (Prerequisite RSM702)
- RSM702 Research Design and Qualitative Methods 3.0 credit hours
- RSM801 Quantitative Research II 3.0 credit hours
  (Prerequisite RSM701)
- RSM802 Advanced Research Theory, Design, and Methods
  (Prerequisite: RSM702)
- RSM821 Advanced Research: Pre-Proposal and Literature Review
  (Prerequisite RSM701, RSM801 and RSM802)
RSM820 is scheduled as the last course and is not scheduled with any other course.

Ph.D. in Industrial and Organizational Psychology Core Courses
(15.0 credit hours)
- MKT854 Consumer Behavior Theory and Practice 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 eight DSS900 courses.
- DSS900 Dissertation 1.5 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

**PAGE 115, PROGRAM DESCRIPTION, PH.D. PSYCHOLOGY**

Replace the Major Core Courses with the following:

**Doctor of Philosophy in Psychology Major Core Courses (60.0 – 78.0 credit hours)**

**Prerequisite 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 3.0 credit hours
  (Prerequisite: PSY701, RSM700, RSM702)
- PSY699 Master’s Thesis, Part II 3.0 credit hours
  (Prerequisite: PSY502, PSY532, PSY542, PSY562, PSY730, PSY760, PSY770, PSY690).
- 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 3.0 credit hours
  (Program prerequisite course)
- 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
  (Prerequisite RSM702)
- RSM702 Research Design and Qualitative Methods 3.0 credit hours
- RSM801 Quantitative Research II 3.0 credit hours
  (Prerequisite RSM701)
- RSM802 Advanced Research Theory, Design, and Methods 3.0 credit hours
  (Prerequisite: RSM702)
- RSM815 Psychometrics 3.0 credit hours
  (Prerequisite PSY770)
- RSM821 Advanced Research: Pre-Proposal and Literature Review 3.0 credit hours
  (Prerequisite 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 3.0 credit hours
  (Prerequisites: PSY750, PSY780, and EDU740)
- RSM816 Advanced Seminar in Program Evaluation 3.0 credit hours
  (Prerequisites: PSY770, RSM 702, RSM 802, and RSM815)

**Dissertation Courses** (12.0 credit hours)
- Students must complete eight DSS900 courses.
- DSS900 Dissertation 1.5 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

PAGE 118, PROGRAM DESCRIPTION, MS ORGANIZATIONAL PSYCHOLOGY
Replace Core Courses section with the following:

Master of Science in Organizational Psychology Core Courses (36.0 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY501</td>
<td>Psychology of Decision Making</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>(Program prerequisite course-taken alone)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY502</td>
<td>History and Systems of Psychology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>MAN671</td>
<td>Leadership Development</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>MAN672</td>
<td>Human Resources Management</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>MAN673</td>
<td>Organizational Change</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY521</td>
<td>Organizational Psychology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY522</td>
<td>Human Resources Psychology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY570</td>
<td>Tests and Measurements</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>RSM600</td>
<td>Quantitative Research</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>RSM602</td>
<td>Research Design / Thesis Proposal</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY690</td>
<td>Master’s Thesis, Part I</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>(Prerequisite: PSY501, RSM600, RSM602)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY699</td>
<td>Master’s Thesis, Part II</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>(Prerequisite: PSY690)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PSY699 is taken after 33 graduate semester hours have been completed, and must be taken alone.

PAGE 119, PROGRAM DESCRIPTION, MS PSYCHOLOGY
Replace Core Courses section with the following:

Master of Science in Psychology Major Core Courses (36.0 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY501</td>
<td>Psychology of Decision Making</td>
<td>3.0 credit hours</td>
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<tr>
<td>(Program prerequisite course-taken alone)</td>
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</tr>
<tr>
<td>PSY502</td>
<td>History and Systems of Psychology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY521</td>
<td>Organizational Psychology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY522</td>
<td>Human Resources Psychology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY532</td>
<td>Health Psychology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY542</td>
<td>Psychopathology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY562</td>
<td>Evolutionary Psychology</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY570</td>
<td>Tests and Measurements</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>RSM600</td>
<td>Quantitative Research</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>RSM602</td>
<td>Research Design / Thesis Proposal</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>PSY690</td>
<td>Master’s Thesis, Part I</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>(Prerequisite: PSY501, RSM600, RSM602)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

PSY699 is taken after 33 graduate semester hours have been completed, and must be taken alone.

PAGE 122, COURSE DESCRIPTIONS
Insert the following in alphabetical order into Course Descriptions.

AEC760 (3.0 credit hours)
The Profession and Practice of Adult Education
This course is an examination of the basic situations in which adult education occurs and fundamental steps by which learning is made more effective in those situations. Upon successful completion of this course participants will be able to compare different program planning models analyzing strengths and weaknesses, utilize program planning cases and apply planning models and evaluate the problems and concepts inherent in planning adult educational activities. Additionally, participants will
examine the role of educational leadership in the development of formal adult education programs.

AEC762 (3.0 credit hours)
The Foundations, Theory, and Practice of Adult Education
Adult Education is practiced worldwide addressing the career, professional and personal enrichment needs of a very broad segment of learners. This is course is an overview of the foundations, theory, and practices of this diverse and evolving area of education. Four major topic areas are emphasized: 1) adult education definitions, purposes, and context; 2) adult learner from a developmental perspective; 3) the learning processes and transactions for adult learners; and 4) the literature, ethical issues, current trends, and practices of adult education.

AEC763 (3.0 credit hours)
Assessment of Adult Learning Programs and Activities
Assessment of learning is an essential area of knowledge and skill for educators. Adult educators face a variety of unique assessment challenges requiring sound planning and innovative practice. This course will provide adult educators with a framework, process and meaningful approaches for assessing and evaluating adult learning in a variety of settings. Students will develop the understanding and knowledge of critical elements of self-evaluation, transformative learning, andragogy, and adult teaching philosophy that are necessary for success in leading and facilitating adult education programs and courses.

AEC764 (3.0 credit hours)
Facilitation of Adult Learners
This course moves students from the philosophy of a teacher-centered classroom to a learner-centered environment helping them gain skills in the facilitation of adult learners. Students will further examine and fine tune multiple modes of instruction including class discussion, case studies, role playing and student self-assessment. Students will design model lessons and instructional models as well model facilitation practices for establishing learning communities within the classroom or through on-line learning environments. This practical course will focus on preparing adult educators to be facilitators as well as dynamic presenters improving the quality of instruction and reflexive practice.

AEC766 (3.0 credit hours)
Current Research in Adult Learning and Human Development
The process of human development happens over a life time with the progression of various stages of development influenced by learning. This course examines historical and contemporary models of adult learning and human development and examines the potential implications for the design and facilitation of adult education. Application of these models will be made to educational settings, and discussed in relationship to a range of topics including personal teaching and learning experiences, theory-based approaches to contemporary problem-solving, lifelong moral development, and intergenerational relationships.

AEC768 (3.0 credit hours)
Multicultural and Special Populations of Adult Learners
Working within educational and social institutions and organization requires an understanding of issues of diversity and equity. This course engages students in developing their own personal understandings of multiculturalism in their lives and the profession of Adult Education, in critically examining how institutions and societies end up providing differing opportunities and experiences to different groups of people, and examining our roles in supporting or altering these systems and structures. Further this course will examine the role of educational theory and practice in the enhancement of multicultural and special populations of adult learners.

PAGE 125, COURSE DESCRIPTIONS
Insert the following in alphabetical order into Course Descriptions.

CIL743 (3.0 credit hours)
Curriculum: Advanced Theory and Research
Curriculum change is an inevitable element of education reform, both at the K-12 and Higher Education levels. This course is designed to create competent leaders in curriculum to guide institutions in the reform to improve student achievement. Students will examine current theory and practice in the field, as well as evaluating major curriculum theories for applicability to specific programs and courses of study. In addition, emphasis will be on current developments in curriculum affecting education reform and the professional organizations that influence curriculum decisions.

CIL744 (3.0 credit hours)
Instruction: Advanced Theory and Research
This course highlights the instructional paradigms of learning and the assumptions of various theories that describe the roles of learners and instructors. Students research the relationship between learning theory and instructional theory and how this relationship affects decision-making in educational settings. This course will also highlight institutional collaboration and innovation that impacts instructional decisions and educational outcomes.
CIL745 (3.0 credit hours)
**Assessment for Student Learning**
Assessment, measurement, and evaluation are investigated in this class as critical aspects of student learning and institutional improvement. Students will evaluate various factors that influence the quality of an evaluation system, as well as assessment communication processes at all levels within an educational institution. Topics also include best practices for development and delivery of standardized testing, teacher-made tests, rating scales for performance, rubrics for evaluating student work, methods of effective feedback, and instructional modification based on assessment.

CIL746 (3.0 credit hours)
**Curriculum and Instruction for Professional Development**
School and higher education leaders allocate considerable resources to develop faculty. This course explores models and processes that can guide decisions about effective curriculum and instruction to improve faculty performance. Students will also analyze research on best curriculum planning practices and theory for specific and targeted professional development tied to institutional goals and visions.

**PAGE 127, COURSE DESCRIPTIONS**
Insert on page 127, before DISS901:

DSS900 (1.5 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. Candidates must complete eight dissertation courses.

**PAGE 131, COURSE DESCRIPTIONS**
Replace course descriptions beginning with EDU560 and ending before EDU710 on page 131-132.

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.

EDU570 (3.0 credits)
**Building Online Collaboration in Learning Environments**
This class builds on the technology concepts and applications of technology in learning environments in EDU 511, Integrative Instructional Technology. Course topics include multimedia aligned with instructional delivery and learning outcomes, assistive technology for diverse learners, communication in virtual environments, and the role of the teacher as instructor and facilitator in a variety of online learning models.

EDU571 (3.0 credits)
Current Issues and Technologies for Online Education and Training
This course examines some of the legal and technical issues related to current and future educational access and delivery of formal courses, informal education, and corporate and community training. Students will evaluate new trends in online education and apply research and critical/creative thinking in anticipating future educational needs and applications.

EDU572 (3.0 credits)
Design and Delivery of Web Conferences and Webinars
Students examine different strategies, software programs, and models to create effective educational seminars, conferences, and professional development. The course prepares students to incorporate learning theory to design, deliver and evaluate web-based projects for classmates and other potential learners and stakeholders.

EDU580 (3.0 credits)
Issues and Trends in Health Care Education Programs
This course focuses on preparing instructors and managers to apply innovative solutions and problem-based learning applications to challenges specific to health care practitioners and community health educators. Issues embedded in the rapidly changing fields of health sciences and health care are examined, researched, and assessed.

EDU581 (3.0 credits)
Managing Health Care Programs in Institutions and the Community
The emphasis in this course is on strategic planning, effective implementation, and assessment methods for sustainable, effective educational programs, both in institutions and in community settings. The course examines samples of best practices and exemplary education programs as models as well as marketing strategies to recruit and retain students and learners.

EDU582 (3.0 credits)
Compliance, Accreditation, and Legal Issues
This course provides students with the ethical and legal decision making information and strategies that apply to health care professionals and health care education programs. In addition, a review of the accreditation process and the governing bodies that regulate the health care professions will be examined through course projects.

PAGE 133, COURSE DESCRIPTIONS

Insert the following in alphabetical order into Course Descriptions.

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.

**PAGE 157, COURSE DESCRIPTIONS, NURSING PROGRAM**

Replace all course descriptions with the prefix “NUR” with the following:

NUR500 (3.0 credit hours)
**Professional Development of the Advanced Practice Nurse**
This course introduces students to advanced nursing practice and prepares them for transition into advanced nursing practice. Students will examine the competencies of advanced practice nursing, the essentials of advanced practice nursing education, the regulation and scope of practice for advanced practice nursing, ethical and legal concepts, and evolving professional role development. Program co-requisite

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. Prerequisite: NUR500 or NUR501

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. 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. Prerequisite: NUR500 or NUR501

NUR530 (3.0 credit hours)
**Quality Improvement and Patient Safety**
This course explores modern initiatives aimed at improving quality and patient safety in the healthcare environment. Students will appraise governing agencies and partners committed to ensuring public safety across healthcare settings. Specific emphasis is to empower nurse professionals to create caring safe working environments. Prerequisite: NUR500 or 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: NUR500, NUR650, NUR660, NUR661, NUR670, 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. Prerequisites: NUR500, NUR650, NUR660, NUR661, NUR670, 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. Prerequisites: NUR500, NUR602, NUR 602A, NUR650, NUR660, NUR661, NUR670, 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. Prerequisites: NUR500, NUR602, NUR 602A, NUR650, NUR660, NUR661, NUR670, NUR671. Co-requisite: NUR603

NUR604 (3.0 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. Prerequisites: NUR500, NUR602, NUR 602A, NUR603, NUR603A NUR650, NUR660, NUR661, NUR670, NUR671. Co-requisite: NUR604A

NUR604A (2.0 credit hours/120 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. Prerequisites: NUR500, NUR602, NUR 602A, NUR603, NUR603A NUR650, NUR660, NUR661, NUR670, NUR671. Co-requisite: NUR604

NUR605 (3.0 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. Prerequisites: NUR500, NUR602, NUR 602A, NUR603, NUR603A, NUR604, NUR604A, NUR650, NUR660, NUR661, NUR670, NUR671. Co-requisite: NUR605A

NUR605A (3.0 credit 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. Prerequisites: NUR500, NUR602, NUR 602A, NUR603, NUR603A, NUR604, NUR604A NUR650, NUR660, NUR661, NUR670, NUR671. Co-requisite: NUR605

NUR650 (3.0 credit hours)
Advanced Pathophysiology for Practice
This course explores the etiology, pathogenesis, and clinical manifestations of specific disease manifestations to advance existing knowledge of pathophysiologic processes underlying human illness. Students will gain a deeper understanding of the mechanisms of physiological changes associated with altered health status. It is intended to facilitate an understanding of the consequences of the pathologic processes on the structure and function of the human body relevant to nursing practice. The course of study is designed to review the most current knowledge of pathophysiology and strengthen student’s knowledge of advanced physiological concepts. Prerequisite: NUR500 Co-Requisite: NUR660.

NUR660 (3.0 credit hours)
Principles of Pharmacology for Advanced Practice
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. Legal and professional issues for the advanced practice nurse as prescriber are incorporated. Ethnopharmacology, pharmacogenetics, pharmacoeconomics and complimentary alternative therapies are highlighted and the pharmacokinetics, pharmacodynamics and pharmacotherapeutics for specific drug classes are examined. Prerequisites: NUR500, Co-requisite: NUR650.

NUR661 (3.0 credit hours)
Principles of Pharmacology for Advanced Practice II
This course builds upon the knowledge gained in NUR661 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. NUR500, NUR650, NUR660. Co-requisite: NUR670.

NUR670 (3.0 credit hours)
Advanced Health Assessment for Best Practice
This course provides students with the theoretical foundation of family assessment. Family life-cycle stages are examined in conjunction with ethnic, cultural, racial, and sexual diversity considerations. Students examine advanced assessment for individuals from across the lifespan in the spectrum of health and illness through history taking and physical examination. Common laboratory and diagnostic studies will be explored with emphasis on the indication for tests, interpretation of results and correlation with clinical conditions and clinical care guidelines for health maintenance and disease management. Prerequisites: NUR500, NUR650, NUR660. Co-requisite: NUR661.

NUR671 (3.0 credit hours)
Advanced Health Assessment and Diagnostic Reasoning
The course focuses on symptom analysis and the integration of findings from the health history, physical examination and from diagnostic studies to develop differential diagnoses and care management plans for patients across the lifespan. Students will develop these skills through problem based learning by analyzing and discussing/presenting clinical case studies. Students prepare for their clinical practica 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 practica. Prerequisites: NUR500, NUR650, NUR660, 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. Prerequisite: NUR500 or NUR501

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. Prerequisites: NUR 500, NUR602, NUR 602A, NUR603,

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. NUR 500, NUR602, NUR 602A, NUR603, NUR603A, NUR604, NUR604A, NUR605, NUR605A, NUR 650, NUR660, NUR661, NUR670, and NUR671. Taken in the last term of enrollment. Co-requisite: NUR691

**PAGE 164, COURSE DESCRIPTIONS**

Insert the following after the course description for RSM700.

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.

**PAGE 165, COURSE DESCRIPTIONS**

Replace the course description for RSM801 with the following:

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. (Prerequisite: RSM701)

**PAGE 166, COURSE DESCRIPTIONS**

Insert the following after RSM811:

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.

Insert the following after the course description for RSM820:

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.