ADDENDUM NO. 2

TO

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

May 12, 2014
KEISER UNIVERSITY
CATALOG ADDENDUM

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</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. 2* represents additions, changes and deletions to the 2013-2014 Keiser University Graduate School Catalog, August 2013 Edition, Volume 13, No. 1, and is effective May 12, 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 11, SACSCOC ACCREDITATION STATEMENT**

Replace the first bullet with the following:

- Keiser University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates and degrees at the associate, baccalaureate, masters, and doctoral levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Keiser University. Please note: Normal inquiries about Keiser University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Keiser University and not to the Commission’s office. The Commission should be contacted only if there is evidence that appears to support an institution’s significant non-compliance with a requirement or standard.

**PAGE 11, AMERICANS WITH DISABILITIES ACT**

The Section 504 Coordinator is John Sites, Ph.D., Vice Chancellor of Academic Affairs.

**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 (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 3.2 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

Insert the following after “MASTER OF SCIENCE IN NURSING, FAMILY NURSE PRACTITIONER”:

MASTER OF SCIENCE IN NUTRITION

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

Required documents for admission are as follows:

• Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor’s degree from an accredited college or university
• Proof of dietetic registration from the Commission on Dietetic Registration (CDR) or dietetic/nutritionist and state licensure
• Two letters of recommendation received within the first semester of enrollment
• Minimum GMAT score of 450, GRE composite score of 1350 or MAT score of 40th percentile received within the first semester of enrollment.
• Formal resume indicating education and complete work history.

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

• Graduate degree from an accredited institution
• Undergraduate degree from an accredited college or university with a grade average of at least 3.0
• Completion of the first semester of enrollment with a minimum grade average of 3.0

Failure to provide documentation or test scores or to achieve the grade point average required at the end of the first semester may lead to suspension or dismissal from the University.

PAGE 31, PROGRAM-SPECIFIC ADMISSIONS REQUIREMENTS, PH.D. COUNSELOR EDUCATION AND SUPERVISION

Insert the following under the heading “SCHOOL OF SOCIAL SCIENCES”:

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION

Candidates for admission to the Ph.D. Program in Counselor Education and Supervision are required to hold a master's degree in counseling from a CACREP-accredited program, or an equivalent program that leads to licensure, from a regionally accredited institution. Students missing CACREP entry-level requirements may be required to take additional coursework as a prerequisite to admission or concurrently during the first year in the program. Students must also have a minimum 3.5 GPA in graduate level coursework. At least one year of experience in a mental health or related field is highly required.

Required documents for admissions are as follows:

• Submission of a completed Graduate School Application
• Submission of a Personal Goal Statement, demonstrating an interest in counselor education, teaching, research, professional service, clinical practice and/or counseling supervision.
• Submission of a résumé or curriculum vitae.
• Submission of official transcripts showing successful completion of a master’s degree in counseling.
• Submission of official GRE scores (General test, not the Psychology Subject test).
• Submission of three letters of recommendation. One recommendation from a person who has been in a position to evaluate your clinical skills such as a former or current counseling professor, or a practicing counselor or psychologist who has observed your clinical work.

If candidate is selected for an interview, the following are required:

Only required of those applicants who are invited to interview for admission to the program. Submit a 10 to 15 minute video of a counseling session that is representative of applicant's counseling skills. Applicants will receive submission instructions when the invitation to interview is issued. All videos must be mock sessions. Do not submit recordings of actual client sessions.

Interviews for the Ph.D. program are by invitation only, after review of the completed application. Applicant information will be reviewed and those applicants moving to the next level of evaluation will be invited to participate in the interview process, which includes both a group interview and a personal interview with faculty. In rare instances where circumstances do not permit, an alternative method, such as Skype may be considered.

Applicants invited to the interview are not guaranteed admission. Keiser University reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the Ph.D. program.

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.

PAGE 40, GRADUATE SATISFACTORY ACADEMIC PROGRESS

Replace this section with the following:

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 qualitative standard and a quantitative standard.

The qualitative standard requires that a student achieve a minimum grade point average (GPA) of 3.0 after completing each semester at Keiser University.
The quantitative standard 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 timeframe, 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 67% 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 67% of credit hours attempted in order to graduate within 150% of the normal timeframe.

In the event a student does not achieve a 3.0 or greater GPA in any semester, or earn 67% of the cumulative credits attempted, the student will be placed on Academic Financial Aid Warning (AFAW). A student on Academic Financial Aid Warning who brings his/her Cumulative Grade Point Average (CGPA) to 3.0 and has earned 67% of the cumulative credits attempted is removed from Academic Financial Aid Warning. While on Academic Financial Aid Warning, a student not earning a 3.0 CGPA or 67% of the attempted credits by the end of the semester is dismissed from Keiser University. To avoid dismissal a student on Academic Financial Aid Warning who does not attain a 3.0 CGPA or 67% of the cumulative credits attempted at the end of the semester may submit a written appeal requesting to be placed on Academic Financial Aid Probation (AFAP) and continue 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 67% 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 qualitative or quantitative standard is readmitted on Academic Financial Aid Probation and is not eligible for Title IV funds until the student has achieved a 3.0 CGPA or 67% completion 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 Probation but is not eligible for Title IV funds until the student achieves satisfactory academic progress both quantitatively and qualitatively. 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 for one semester.

The appeal must be a signed written appeal 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.

When a student transfers from one program to another, the quantitative SAP of the student is calculated based on credits attempted and earned in the new program, as well as all credits attempted and earned in the current program that are also applicable to the new program. All credits that are transferred from another institution are also included in the calculation.

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 Dean of the Graduate School. If an appeal is approved, the student is allowed one additional semester to meet required standards and to regain eligibility for Title IV funds.

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

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

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.

**Initial Fees**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Application Fee (one-time charge)</td>
<td>$55.00</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>Program Description</th>
<th>Full Time Status</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science – Physician Assistant Degree Program</td>
<td>Full Time Status</td>
<td>$9,594.00</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 Pro-rated</td>
<td>$5,127.00</td>
</tr>
<tr>
<td>Graduate Level Certificate Program</td>
<td>Full Time Status</td>
<td>$10,253.00</td>
</tr>
<tr>
<td></td>
<td>12 + credits</td>
<td>$10,253.00</td>
</tr>
<tr>
<td></td>
<td>9 to 11.99 credits</td>
<td>$7,690.00</td>
</tr>
<tr>
<td></td>
<td>6 to 8.99 credits</td>
<td>$5,127.00</td>
</tr>
<tr>
<td></td>
<td>Half Time 3 to 5.99 credits Pro-rated</td>
<td>$2,563.00</td>
</tr>
<tr>
<td>Education Specialist Degree</td>
<td>Full Time Status</td>
<td>$5,126.00</td>
</tr>
<tr>
<td>Doctoral Program</td>
<td>Full Time Status</td>
<td>$2,563.00</td>
</tr>
<tr>
<td>Doctoral Program – Dissertation (up to completion of first 12 credit hours)</td>
<td>$5,126.00</td>
<td></td>
</tr>
<tr>
<td>Doctoral Program – Dissertation (beyond 12 credit hours)</td>
<td>$2,563.00</td>
<td></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>
<tr>
<td>Doctoral Residency 1 On campus training*</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Doctoral Residency 2 On campus training*</td>
<td>$600.00</td>
</tr>
<tr>
<td>Withdrawal Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Re-entry Fee</td>
<td>$150.00</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

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 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. Effective: Winter Start 01/06/2014 revision 3/19/14

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 60, TITLE IX COMPLIANCE
Insert the following after the section Sexual Harrassment:

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 assure 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 the Title IX Coordinator 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/heoa/ under the heading “Health & Safety Information – Title IX Compliance”.

Title IX Coordinator:
Louise Morley, Ombudsman, 1900 W. Commercial Boulevard, Fort Lauderdale, FL 33309, 954-776-4476

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></td>
<td></td>
</tr>
<tr>
<td>RNC</td>
<td>Residency Not Completed</td>
<td></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>(prior to 50% completion)</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>
</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>
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

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

Requirements for Master of Science in Nutrition

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

- Earn a minimum of 42.0 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 the final 36 credits of MS Nutrition program through Keiser University
- Complete all MS Nutrition requirements within five years of beginning coursework; exceptions for extenuating circumstance reviewed by the Dean of the Graduate School

Requirements for Doctor of Philosophy in Counselor Education and Supervision

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

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum of 60 graduate semester credit hours
- 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
- 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
- Complete 200 hours of practicum hours
- Complete 600 hours of internship hours

**PAGE 72, GRADUATE PROGRAMS OFFERED AT EACH CAMPUS**

Remove all references to MBA Information Security Management.

**PAGE 82, PROGRAM DESCRIPTION, DOCTOR OF BUSINESS ADMINISTRATION**

Add the following at the end of the section following “Residency Requirement”:

**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

**PAGE 82, MBA INFORMATION SECURITY MANAGEMENT**

Remove “INFORMATION SECURITY MANAGEMENT”

**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
- MKT531 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 84, PROGRAM DESCRIPTION, MBA**

Remove the section “Information Security Management Concentration (12.0 credit hours)”.

13
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 course 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)

Foundation Courses (15.0 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL753</td>
<td>Leadership: Human Resources and Professional Development</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>EDU710</td>
<td>Ethical and Legal Issues in Education/Leadership</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>EDU712</td>
<td>Policy, Politics, and Community Relations (program prerequisite course)</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>EDU740</td>
<td>Curriculum Design</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>IDT721</td>
<td>Leading Technology Innovation</td>
<td>3.0 credit hours</td>
</tr>
</tbody>
</table>

Adult Education Core Courses (18.0 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC760</td>
<td>The Profession and Practice of Adult Education</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>AEC762</td>
<td>The Foundations, Theory, and Practice of</td>
<td></td>
</tr>
</tbody>
</table>
Adolescent Education 3.0 credit hours

AEC763 Assessment of Adult Learning Programs and Activities 3.0 credit hours
AEC764 Facilitation of Adult Learners 3.0 credit hours
AEC766 Current Research in Adult Learning and Human Development 3.0 credit hours
AEC768 Multicultural and Special Populations of Adult Learners 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

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 3.0 credit hours
- **EDU740** Curriculum Design 3.0 credit hours
- **EDU742** Classroom Management 3.0 credit hours
- **IDT721** Leading Technology Innovation 3.0 credit hours

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

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

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

**Dissertation Courses** (12.0 credit hours)
- **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 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

**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** (Six credits required)
- **EDU722** Management of Distance Education 3.0 credit hours
- **EDU720** Designing Training and Performance Solutions 3.0 credit hours

**Research Courses** (15.0 credit hours)
- **RSM700** Quantitative Research I 3.0 credit hours
- **RSM800** Quantitative Research II (Prerequisite EDR700) 3.0 credit hours
- **RSM810** Qualitative Research (Prerequisites: EDR700, EDR800, EDR810, and EDR811) 3.0 credit hours
- **RSM811** Mixed Methods (Prerequisites: EDR700, EDR800, and EDR810) 3.0 credit hours
- **RSM820** Advanced Research: Pre-Proposal and Literature Review (Prerequisite EDR700, EDR800, and EDR810) 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.
- **EDR 900** Dissertation 1.5 credit hours
- **EDR900C** Dissertation Continuation Services 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 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)
- **EDU 510** Affirming Diversity 3.0 credit hours
- **EDU 511** Integrative Instructional Technology 3.0 credit hours
- **EDU 512** Education Governance, Motivation and Ethical Decision Making 3.0 credit hours
- **EDU 513** Advanced Curriculum Design 3.0 credit hours
- **EDU 514** Advanced Educational Assessment and Evaluation 3.0 credit hours
- **EDU 521** Learning Theories Applied To Classroom Instruction and Management 3.0 credit hours
- **EDU 552** Personnel Selection and Development 3.0 credit hours
EDU 580  Issues and Trends in Health Care Education Programs 3.0 credit hours
EDU 581  Managing Health Care Programs in Institutions and the Community 3.0 credit hours
EDU 582 Compliance, Accreditation, and Legal Issues 3.0 credit hours
EDR 551 Decision Oriented Educational Research 3.0 credit hours
EDR 610 Action Research Project (Capstone) 3.0 credit hours

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)
EDU 510 Affirming Diversity 3.0 credit hours
EDU 511 Integrative Instructional Technology 3.0 credit hours
EDU 512 Education Governance, Motivation an Ethical Decision Making 3.0 credit hours
EDU 513 Advanced Curriculum Design 3.0 credit hours
EDU 514 Advanced Educational Assessment and Evaluation 3.0 credit hours
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 Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR500</td>
<td>Professional Development of the Advanced Practice Nurse</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>NUR510</td>
<td>Health Promotion and Disease Prevention</td>
<td>3.0 credit hours</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------</td>
<td>--------------</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>2.0</td>
</tr>
<tr>
<td>NUR650</td>
<td>Advanced Pathophysiology for Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR660</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 Reasoning</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR680</td>
<td>Research for Evidence Based Practice and Outcome Management</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR691</td>
<td>Family Nurse Practitioner Integration</td>
<td>3.0</td>
</tr>
<tr>
<td>NUR691A</td>
<td>Family Nurse Practitioner Integration Practicum</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**PAGE 109, PROGRAM DESCRIPTION, MS NUTRITION**

Insert the following after the program description for MS Nursing, Family Nurse Practitioner:

**NUTRITION**

**Master of Science Degree**

**Program Description**

The Master of Science in Nutrition program offers an advanced preparation for professional practice. The focus of the program builds on the foundation knowledge of healthcare, specifically concepts related to dietetics and nutrition. The program encourages practitioners to develop scholarly practice whether in clinical, community or leadership in dietetics, delivering the most current patient-centered caring environment possible. The program will provide the student the skills needed to practice in an ever-changing healthcare market and strive to inspire interest in life-long learning as well as a commitment to advance the practice of dietetics and nutrition.

**Program Purpose and Mission**

The Master of Science in Nutrition is designed to develop patient-centered dietetic and nutrition professionals who are leaders in practice and research, as well as in promoting health and wellness.

**Program Objectives**

Keiser University Master of Science in Nutrition is a practice based course of study enabling students to advance skills in leadership, scholarly learning and professional practice in the field of nutrition. The master student at the conclusion of the program will be able to:

- Enhancing the practitioner’s knowledge and skill in order to establish the dietitian as a nutrition specialist within the organization and in the community.
- Advance core knowledge and skill application in professional practice
- Apply the highest standard of quality care as the nutrition expert as part of an interdisciplinary healthcare team
- Develop effective leadership skills for entrepreneurial and marketing of dietetic practice
- Practice cultural awareness in responding to the challenges within professional practice and interdisciplinary team management
- Evaluate current and future trends in the areas of dietetics for disease prevention, health promotion, management practices and safety guidelines
- 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 Nutrition degree, students must earn 42 graduate semester credit hours. Thirty-six credit hours must be completed at Keiser University. Graduate transfer credits will be evaluated on a case by case basis. Courses in the MS Nutrition program are eight-weeks in length and students are scheduled for one or two courses concurrently.

Master of Science in Nutrition Core Courses (36.0 credit hours required courses, 6.0 credit hours electives)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUN 501</td>
<td>Trends in Therapeutic Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>HUN 502</td>
<td>Special Topics in Nutrition: Gerontology/Pediatrics</td>
<td>3.0</td>
</tr>
<tr>
<td>HUN 519</td>
<td>International Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>HUN 561</td>
<td>Food, Nutrition and Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>HUN 624</td>
<td>Sports Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>HUN 652</td>
<td>Public Health Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>HUN 656</td>
<td>Research Methods in Nutrition (Capstone I)</td>
<td>3.0</td>
</tr>
<tr>
<td>HUN 693</td>
<td>Graduate Seminar in Nutrition (Capstone 2)</td>
<td>3.0</td>
</tr>
<tr>
<td>HSM 691</td>
<td>Quality Management in Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>HSM 692</td>
<td>Strategic Management of Health Services Organizations</td>
<td>3.0</td>
</tr>
<tr>
<td>MAN 671</td>
<td>Leadership Development</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM 602</td>
<td>Quantitative Research</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Electives (6.0 credit hours)
(Students may take any two of the electives listed below)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 532</td>
<td>Health Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 521</td>
<td>Organizational Psychology</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>MAN 673</td>
<td>Organizational Change</td>
<td>3.0</td>
</tr>
<tr>
<td>MAN 672</td>
<td>Human Resources Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

PAGE 112, PROGRAM DESCRIPTION, PH.D. COUNSELOR EDUCATION AND SUPERVISION
Insert the following after the heading “DOCTOR OF PHILOSOPHY DEGREES”:

COUNSELOR EDUCATION AND SUPERVISION

Doctor of Philosophy Degree

Program Description
The Doctoral Program in Counselor Education and Supervision has been developed to challenge counselors with rigorous coursework and meaningful experiential activities. Graduates of our program will have the potential to assume leadership positions in the counseling field and be equipped to model the highest ideals and ethics of our profession. Graduates will be prepared to teach, train, and supervise counselors to the highest standards in the counseling field.

Note: This program complies with national standards that require new faculty members of Council for Accreditation of Counseling and Related Educational Programs (CACREP)-accredited programs to hold doctoral degrees in counselor education and supervision by 2013. The Ph.D. in Counselor Education and Supervision is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, the program was developed to be in line with these national standards. Since the Ph.D. in Counselor Education and Supervision is a new program, the university is not yet eligible to apply for CACREP accreditation.

Program Objectives
Keiser University’s Doctor of Philosophy in Counselor Education and Supervision program enables students to contribute to the profession through independent learning, scholarship, and research. Upon completion of this program:

1. Students will be able to explain and employ the principles, concepts, skills and applications of advanced counseling, counselor education, and counselor supervision. This will be accomplished through faculty mentoring, coursework, practica, internship, and independent and dissertation research in the following areas:
   a. Theories pertaining to the principles and practices of counseling and counselor supervision
   b. Instructional theory and methods relevant to counselor education
   c. Multicultural issues and competencies, including social change theory and advocacy action planning
d. Design, implementation, and analysis of quantitative research  

e. Models and methods of assessment and use of data  

f. Ethical and legal considerations in counselor education and supervision  

2. Students will demonstrate a sense of multicultural awareness that will result in culturally appropriate practices in all areas of counseling, education and supervision and application of this awareness in diverse world-wide contexts.  

3. Students will 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.  

4. Students will demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.  

Prerequisites for Major Courses  
Students may enter the Ph.D. in Counselor Education and Supervision with a CACREP-accredited master's degree in counseling or an equivalent program that leads to licensure, from a regionally accredited institution. Students missing CACREP entry-level requirements may be required to take additional coursework as a prerequisite to admission or concurrently during the first year in the program.  

NOTE: Courses in the Ph.D. 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 Counselor Education and Supervision, 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 Counselor Education and Supervision Major Core Courses (60.0 credit hours)  

- CES701 Professional Orientation and Ethics (on-ground component) 3.0 credit hours  
- PSY780 Educational Psychology 3.0 credit hours  
- CES841 Advanced Counseling Theories (on-ground component) 3.0 credit hours  
- CES842 Counseling Supervision (on-ground component) 3.0 credit hours  
- CES843 Multicultural Counseling and Advocacy (on-ground component) 3.0 credit hours  
- CES844 Leadership, Consultation, and Program Evaluation (on-ground component) 3.0 credit hours  
- CES845 Instructional Methods in Counselor Education (on-ground component) 3.0 credit hours  
- RSM815 Psychometrics 3.0 credit hours  

CES701 is the first course taken and is a co-requisite for other courses.  

Research Courses (15.0 credit hours)  

- RSM702 Research Design and Qualitative Methods 3.0 credit hours  
- RSM701 Quantitative Research I 3.0 credit hours  
- RSM801 Quantitative Research II 3.0 credit hours  
- RSM802 Research Theory, Design, and Methods 3.0 credit hours  
- CES850 Advanced Research: Pre-Proposal and Literature Review 3.0 credit hours  

CES850 is scheduled as the last course.  

Practicum and Internship Courses (9.0 credit hours)  
Students must complete two CES860 courses.  

- CES860 Practicum 1.5 credit hours  

Students must complete four CES861 courses  

- CES861 Internship 1.5 credit hours
Dissertation Courses (12.0 credit hours)
Students must be admitted to candidacy before enrolling in Dissertation Courses.
Students must complete eight DSS900 courses.
DSS900  Dissertation 1.5 credit hours

PAGE 113, PROGRAM DESCRIPTION, PH.D. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Please replace the list of core courses with the following:

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 3.0 credit hours
(Prerequisite: RSM702)
RSM821  Advanced Research: Pre-Proposal and Literature Review 3.0 credit hours
(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.
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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY502</td>
<td>History and Systems of Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY532</td>
<td>Health Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY542</td>
<td>Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY562</td>
<td>Evolutionary Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY690</td>
<td>Master’s Thesis, Part I</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY699</td>
<td>Master’s Thesis, Part II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

(Prerequisite: PSY701, RSM700, RSM702)

**Foundation Courses** (27.0 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY701</td>
<td>Research, Ethics, and Scholarly Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY710</td>
<td>Cognitive &amp; Affective Basis of Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY720</td>
<td>Behavioral Neuroscience</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY730</td>
<td>Human Development</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY750</td>
<td>Theories of Learning and Motivation</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY760</td>
<td>Sociocultural Basis of Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY770</td>
<td>Cross-Cultural Methods of Tests and Measurements</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY780</td>
<td>Educational Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>EDU740</td>
<td>Curriculum Design</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Research Courses** (18.0 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSM701</td>
<td>Quantitative Research I (Prerequisite RSM702)</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM702</td>
<td>Research Design and Qualitative Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM801</td>
<td>Quantitative Research II (Prerequisite RSM701)</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM802</td>
<td>Advanced Research Theory, Design, and Methods (Prerequisite: RSM702)</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM815</td>
<td>Psychometrics (Prerequisite PSY770)</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM821</td>
<td>Advanced Research: Pre-Proposal and Literature Review (Prerequisite RSM701, RSM801 and RSM802)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY816</td>
<td>Advanced Seminar in Teaching Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM816</td>
<td>Advanced Seminar in Program Evaluation</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Dissertation Courses** (12.0 credit hours)

Students must complete eight DSS900 courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSS900</td>
<td>Dissertation</td>
<td>1.5</td>
</tr>
</tbody>
</table>
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</td>
</tr>
<tr>
<td></td>
<td>(Program prerequisite course-taken alone)</td>
<td></td>
</tr>
<tr>
<td>PSY502</td>
<td>History and Systems of Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>MAN671</td>
<td>Leadership Development</td>
<td>3.0</td>
</tr>
<tr>
<td>MAN672</td>
<td>Human Resources Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MAN673</td>
<td>Organizational Change</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY521</td>
<td>Organizational Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY522</td>
<td>Human Resources Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY570</td>
<td>Tests and Measurements</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM600</td>
<td>Quantitative Research</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM602</td>
<td>Research Design / Thesis Proposal</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY690</td>
<td>Master’s Thesis, Part I</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: PSY501, RSM600, RSM602)</td>
<td></td>
</tr>
<tr>
<td>PSY699</td>
<td>Master’s Thesis, Part II</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: PSY690)</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</td>
</tr>
<tr>
<td></td>
<td>(Program prerequisite course-taken alone)</td>
<td></td>
</tr>
<tr>
<td>PSY502</td>
<td>History and Systems of Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY521</td>
<td>Organizational Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY522</td>
<td>Human Resources Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY532</td>
<td>Health Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY542</td>
<td>Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY562</td>
<td>Evolutionary Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY570</td>
<td>Tests and Measurements</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM600</td>
<td>Quantitative Research</td>
<td>3.0</td>
</tr>
<tr>
<td>RSM602</td>
<td>Research Design / Thesis Proposal</td>
<td>3.0</td>
</tr>
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<td>PSY690</td>
<td>Master’s Thesis, Part I</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: PSY501, RSM600, RSM602)</td>
<td></td>
</tr>
<tr>
<td>PSY699</td>
<td>Master’s Thesis, Part II</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: PSY690)</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, ADULT EDUCATION

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 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 online 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 lifetime 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 organizations 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, COUNSELOR EDUCATION AND SUPERVISION

Insert the following in alphabetical order into Course Descriptions.

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. (Prerequisite: 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. (Prerequisite: 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. (Prerequisite: 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. (Prerequisite: 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. (Prerequisite: 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. (Prerequisite: 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. (Prerequisite: 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 practicum, 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. (Prerequisites: CES701, CES860)

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.
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, EDUCATION

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 on 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, EDUCATION

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 135, COURSE DESCRIPTIONS, MS NUTRITION

Insert the following course descriptions in alphabetical order:

HUN 501 (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 practice of dietetics and nutrition and explore initiatives to enhance the awareness and practice of dietetics in the health care system. Students will critique the financial implications dietetics and nutrition could play proactively in health care reform.

HUN 502 (3.0 credit hours)
**Special Topics in Dietetics: Gerontology/Pediatrics**
The course will address the impact of nutrition pertaining to the pediatric and geriatric populations. The primary focus will be to determine the nutritional needs per age, socioeconomics and environmental influences and advances in medicine as related to chronic diseases. The student will analyze current health practices in each population and evaluate the nutrition outcome for its health effectiveness.

HUN 519 (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.

HUN 561 (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 624 (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 652 (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)
**Research Methods in Nutrition (Capstone 1)**
The course focuses on the consideration of scientific methods and theoretical orientation as applied to research strategies. Students will consider techniques of investigation, data collection or data analysis and interpretation of data relating to a specific topic or current trend or issue in the area of nutrition. The course provides the research foundation to design a research capstone project.

HUN 693 (3.0 credit hours)
**Graduate Seminar in Nutrition (Capstone 2)**
The overall goal of this course is the written presentation of the capstone research project demonstrating the scientific methods and interpretation of data to support the research position. The student will examine the research process by which research is critically appraised and translated into evidence-based practice.

**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-require: 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-require: 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, NUR650, NUR660, NUR661, NUR670, NUR671. Co-require: 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-require: 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, NUR603A, NUR604, NUR604A, NUR605, NUR605A, NUR 650, NUR660, NUR661, NUR670, 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. 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 163, COURSE DESCRIPTIONS, PSYCHOLOGY

Replace the description for PSY780 with the following:

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. (Prerequisite: CES701 or PSY701)

**PAGE 164, COURSE DESCRIPTIONS, RESEARCH METHODS**
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, RESEARCH METHODS**
Replace the course description for RSM702 with the following:

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. (Prerequisite: CES701 or PSY701)

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, RESEARCH METHODS**
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.